

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**675 Foundation Education Program - Education Finance Act (EFA)**

Pass through. Provide basic foundation funding for students in 85 school districts, two special districts, and one special school. Maintain Pupil Accounting and Student Accountability Systems. Citation: 59-20-20 through 59-20-80; Provisos 1.3., 1.4.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$1,426,956,916	\$1,426,956,916	\$0	\$0	\$0	\$0	0.00

**Expected Results:**

Provide education adequacy, equality, and accountability. Accomplished by providing each public school student an equal opportunity in terms of financial support.

**Outcome Measures:**

For FY2006, provided per student total base student cost of approximately \$2,290 to approximately 673,000 students (ADM). Projected FY2007 base student cost is \$2,367.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**676 Employer Contributions**

Pass through. Provide portion of general fund employer contributions to school districts, special districts/schools associated with the EFA. Citation: 59-20-20(2)(g), 59-21-160; Provisos 1.5., 1.6.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$423,722,526	\$423,722,526	\$0	\$0	\$0	\$0	0.00

**Expected Results:**

Provide districts a portion of non-EIA and non-Federal employer contributions and health benefits.

**Outcome Measures:**

State provided between 60% to 65% of total general fund expenses.

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**677 Retiree Insurance**

Pass through. Provide assistance to districts for the premium cost associated with the State General Fund for retiree health and dental benefits. Citation: 1-11-710(A)(2); Proviso 1.6.

FY 2006-07						
Total	General Funds	Federal Funds	Supp. Funds	CRF	Other Funds	FTEs
\$62,762,209	\$62,762,209	\$0	\$0	\$0	\$0	0.00

**Expected Results:**

Provide districts funds for retiree insurance.

**Outcome Measures:**

Retiree insurance partially funded. Districts must now contribute approximately \$43 million in local funds.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**678 Reduce Class Size**

Pass through. Reduce class size in grades one through three to 15:1 student teacher ratio to aid in improving student performance. Citation: 59-63-65; Proviso 1A.54

FY 2006-07						
Total	General Funds	Federal Funds	Supp. Funds	CRF	Other Funds	FTEs
\$35,047,429	\$0	\$0	\$0	\$0	\$35,047,429	0.00

**Expected Results:**

Improved student academic performance in grades 1-3.

**Outcome Measures:**

Between FY1999 and FY2005, the percent of students in grade three scoring above basic on PACT improved from 56% to 83% in Math and 65% to 87% in English Language Arts.

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**679 Summer Schools**

Pass through. Provide academic assistance to students who are under performing. Citation: 59-18-500; Proviso 1A.52.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$31,000,000	\$0	\$0	\$0	\$0	\$31,000,000	0.00

**Expected Results:**

Improved student academic performance in grades 3-8 by reducing the number of students scoring below basic.

**Outcome Measures:**

Between FY1999 and FY2005, the percent of students in grades 3-8 scoring below basic on PACT English Language Arts and Mathematics declined. Range of decline by grade/subject varied between 1 and 27 percentage points.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**680 Increase Credits for High School Diploma**

Pass through. Provide state funding to cover a portion of the cost of salaries and fringe benefits of additional teachers hired for increasing the number of units required for graduation from 18 to 24. Citation: 59-39-100; Proviso 1A.64; State Board Reg 43-234 and 43-259.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$23,632,801	\$0	\$0	\$0	\$0	\$23,632,801	0.00

**Expected Results:**

Improved student academic performance as measured on standardized tests. Improved student preparation for college and job market. High school graduation rates will improve to meet adequate yearly progress goals developed in accordance with federal No Child Left Behind legislation.

**Outcome Measures:**

All students must now have 24 units to earn a SC high school diploma to include four units of math, four units of English, three hours of science, and one unit of computer science. From FY1999 to FY2005, SC SAT scores have increased 39 points compared to the national increase of 12 points.

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**682 Advanced Placement (AP)**

Pass through. Provide all students an opportunity to take college-level courses and exams while still in high school; enhance students' confidence and academic interest and better prepare them for serious academic work. Citation: 59-29-190; Proviso 1A.2.

FY 2006-07						
Total	General Funds	Federal Funds	Supp. Funds	CRF	Other Funds	FTEs
\$3,078,265	\$0	\$0	\$0	\$0	\$3,078,265	0.00

**Expected Results:**

Increased number and improved trend over time of students taking AP courses, AP exams taken; AP percent exams passed (score of 3 or greater).

**Outcome Measures:**

Number of exams taken by SC students has increased from 16,570 in 2000 to over 22,500 in 2005.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**683 Junior Scholars**

Pass through. Provide for public or private school eighth grade students, who are identified with exceptional academic talent, strategies for their inclusion in special programs. Respond to the needs of students possessing unique abilities. Citation: Proviso 1A.6.

FY 2006-07						
Total	General Funds	Federal Funds	Supp. Funds	CRF	Other Funds	FTEs
\$223,767	\$0	\$0	\$0	\$0	\$223,767	0.00

**Expected Results:**

Provide enhanced educational opportunities. To be eligible, 8th grade students must attend school in SC and have scored advanced or proficient in ELA and Math on their 7th grade PACT test.

**Outcome Measures:**

Students who qualify will be recognized in local award ceremonies, receive an Award of Merit from the SDE,

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

and be invited to attend summer opportunities at participating SC colleges and universities. In FY2006, 3,969 students qualified and benefited from this program.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**684 Gifted and Talented (G&T) Instruction**

Pass through. Provide G&T programs to serve academically and artistically G&T students in grades 3-12. Provide statewide assistance to districts in the implementation of G&T programs according to SBE regulations. Provide coordination and training through colleges and universities for teachers to meet the requirements of G&T endorsement. Develop and distribute resources to support G&T programs designed to provide students an educational program that exceeds that normally provided by the school program. NOTE: Not more than \$850,000 is used for testing and teacher training; \$100,000 is provided to the Junior Academy of Science. Citation: 59-29-170; Reg. 43-220; Proviso 1A.3, 1A.4.

FY 2006-07						
Total	General Funds	Federal Funds	Supp. Funds	CRF	Other Funds	FTEs
\$34,497,533	\$0	\$0	\$0	\$0	\$34,497,533	0.00

**Expected Results:**

Improved student academic performance by increasing the number of students scoring proficient and above on PACT. The programs for gifted and talented students will enable them "to develop their unique talents." It is expected that all school districts will have written goals, objectives, and policies for their gifted and talented programs that are in compliance with all aspects of State Board Regulation 43-220.

**Outcome Measures:**

In FY2006, 70,188 academically G&T students were served. PACT scores reflect the following for percent advanced and proficient: FY2002 ELA 31.2%, Math 28.6%; FY2003 ELA 28.64, Math 30.5; FY2004 ELA 33.6, Math 31.7; FY 2005 ELA 34.0%, Math 33.2%. Districts must report artistically and academically G&T students served. Through ongoing technical assistance and monitoring, steps are taken to ensure that all districts are in compliance with the regulations governing the G&T program, including teacher endorsement, student identification, and appropriate services for these students in order to increase achievement.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**685 Early Child Development and Academic Assistance**

Pass through. Provides early childhood development for students in PK-grade 3 and academic assistance to students with difficulties in grades 4-12. Provides staff training to implement the plans for the early childhood initiative and academic assistance. NOTE: \$3,200,000 provided to school districts and Reading Recovery Regional Training Center at Clemson to

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

support Reading Recovery Programs throughout the state. \$1,000,000 provided for adult education students scoring below basic on exit exam. Includes line items \$120,352,806 and \$163,147 for Other State Agencies. Citation: 59-139-05 through 59-139-90; Reg. 43-267, 43-268; Provisos 1A.7., 1A.8., 1A.9., 1A.10., 1A.11., 1A.12.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$120,599,723	\$0	\$0	\$0	\$0	\$120,599,723	0.00

**Expected Results:**

Increases in the number of students who perform at grade-level, achieve better test scores, and are promoted to the next grade level. Promote academic success and prevention of academic problems, coordinated programs to ensure that all children will be prepared for fourth grade. All students have the essential skills to advance through the school system and graduate with their peers. Allow districts and schools greater flexibility in providing targeted, coordinated programs of assistance. For Reading Recovery, the goal is to dramatically reduce the number of first-grade students who have difficulty with reading and writing.

**Outcome Measures:**

From 2000 to 2005, SC had the third highest improvement in the nation on fourth grade NAEP mathematics. Between FY1999 and FY2005, the percent of students in grades 3-8 scoring below basic on PACT ELA and math declined. Range of decline by grade/subject varied between 1 and 27 percentage points with the highest improvement in eighth grade mathematics.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**686 Teacher Salary Supplement**

Pass through. Provide the additional funds needed over and above base salary funding to achieve and/or exceed the projected southeast average teacher salary for over 47,000 teachers throughout the state. Maintain Professional Staff Listing. Citation: 59-20-50(b); Provisos 1A.18, 1A.52.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$96,320,300	\$0	\$0	\$0	\$0	\$96,320,300	0.00

**Expected Results:**

Attract and retain qualified teachers by providing competitive salaries. Achieve or exceed the projected southeast average teacher salary as projected by the Office of Research and Statistics, Budget and Control Board.

**Outcome Measures:**

SC has met or exceeded the southeastern average teacher salary as projected by the Office of Research and Statistics, Budget and Control Board.

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**687 Teacher Salary Supplement Employer Contributions**

Pass through. Provide funds to defray the costs for the additional employee benefits resulting from the Teacher Salary Supplement. Citation: 59-20-50.

FY 2006-07						
Total	General Funds	Federal Funds	Supp. Funds	CRF	Other Funds	FTEs
\$18,397,177	\$0	\$0	\$0	\$0	\$18,397,177	0.00

**Expected Results:**

Provide required employer contributions.

**Outcome Measures:**

Provide required employer contributions.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**688 National Board Certification (NBC) Incentive**

Pass through. Public school classroom teachers or classroom teachers who work with classroom teachers who are certified by the State Board of Education and have been certified by the National Board for Professional Teaching Standards (NBPTS) shall be paid a salary supplement of \$7,500 the year they achieve certification and for the length of the certificate. Provides \$7,500 incentive plus employer fringe. Provides forgivable loan to teachers for application fee (\$2,300; \$2,500 after Jan 1, 2006). Provides approximately \$100,000 to the Support Center of Educator Recruitment, Retention and Advancement for services and coordination related to activities. Citation: 59-26-85; Provisos 1.53, 1.54, 1A.28.

FY 2006-07						
Total	General Funds	Federal Funds	Supp. Funds	CRF	Other Funds	FTEs
\$48,112,500	\$6,061,304	\$0	\$0	\$0	\$42,051,196	0.00

**Expected Results:**

Incentive will encourage instructional improvement; attract, retain, and motivate high quality teachers; increased number of NBC teachers.

# Agency Activity Inventory

## by Agency

### Appropriation Period: FY 2006-07

#### Outcome Measures:

National Board Certification (NBC) is the highest credential in the teaching profession. As of December 2005, SC ranks 3rd in the US in the number of NBC teachers (NBCT) with over 4,400. USC completed a study of the effectiveness of NBC in improving student outcomes in December 2005. While both state and national studies have been neutral on the impact of National Board Certification on student Learning, both critics and supporters agree that it has raised the bar for all teachers and has provided a mechanism for teachers to improve their teaching. Many believe that National Board Certified teachers have done a lot of sharing; other teachers have benefited from what board-certified teachers have learned and shared. Most studies indicate that more research needs to be conducted with larger samples before conclusions on the effectiveness of improving student achievement can be determined. The incentive for National Board Certification has had a significant impact on keeping accomplished teachers in the classroom.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

#### 689 Teacher Supplies

Pass through. Provide all certified public school or special school classroom teachers, media specialists, and guidance counselors who are employed by a school district or charter school as of November 30 of the current fiscal year a reimbursement of \$250 each school year to offset expenses incurred for teaching supplies and materials. Citation: Proviso 1A.33.

#### FY 2006-07

Total	General Funds	Federal Funds	Supp. Funds	CRF	Other Funds	FTEs
\$12,500,000	\$0	\$0	\$0	\$0	\$12,500,000	0.00

#### Expected Results:

Teachers will not have to personally provide for at least \$250 of supplies used in the classroom. Provide funds to districts NLT July 15.

#### Outcome Measures:

Teachers receive funds on first day of school.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

#### 690 Professional Development and Support for Math and Science

Pass through. Provide mathematics and science centers which support improvements in mathematics and science through resources and professional development in instructional techniques and strategies, the use of technology, leadership, content in subject areas, and assessment. Efforts will coordinate with Tech Prep Consortia. Citation: Proviso 1A.29.



**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$4,696,148	\$0	\$1,795,766	\$0	\$0	\$2,900,382	0.00

**Expected Results:**

Improved teacher skills in teaching science and math that increase student academic performance in math and science.

**Outcome Measures:**

From 2000 to 2005, National Assessment of Education Progress (NAEP) math scale scores increased as follows for SC compared to the Nation: fourth grade math SC = 220 to 238, Nation = 224 to 237; eighth grade math SC = 265 to 281, Nation = 272 to 278. From 1998 to 2005, SC Math SAT scores increased from 473 to 499 (26 points) compared to national increase of 512 to 520 (8 points). K-5 math and science coaches worked in 120 K-5 schools with 2,880 teachers. Grades 6-12 math professional development impacted 1,500 teachers. South Carolina's 4th graders had best gain in the nation in NAEP science and 8th graders had 3rd best gains.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**691 Critical Teaching Needs**

Pass through. Improve the qualifications of K-12 teachers in math, science, reading and computer instruction. Provide professional development courses which support instructional techniques and strategies; and, for courses that support the education of students with disabilities or special needs in the regular classroom. Provides \$250,000 to Roper Mountain Science Center for summer workshops for public school science teachers. Citation 59-5-60; Reg 43-500; Provisos 1A.15., 1A.16.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$602,911	\$0	\$0	\$0	\$0	\$602,911	0.00

**Expected Results:**

Teachers will be trained in high quality, SDE approved courses that will impact student achievement in the "critical" areas of mathematics, science, reading, and computer education.

**Outcome Measures:**

Districts provided 100 college courses training 1,676 teachers in 2004-05. Roper Mountain trained 261 teachers and provided 16 science courses.

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**693 Teacher Quality - ADEPT**

Pass through. ADEPT (Assisting, Developing, and Evaluating Professional Teaching) provides assistance to school districts and to college and university preparation programs in the implementation of the state teacher evaluation system. Citation: 59-5-85, 59-26-20, 59-26-30, 59-26-40; Proviso 1.18. NOTE: Also see Teacher Evaluation Activity.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$2,217,245	\$2,217,245	\$0	\$0	\$0	\$0	0.00

**Expected Results:**

School districts must develop and implement induction programs to support beginning teachers, formal evaluation procedures to judge teaching performance, and informal evaluation procedures to ensure teachers' continuous professional growth and development. Institutions of higher education must integrate ADEPT throughout their teacher preparation programs.

**Outcome Measures:**

In FY2006, school districts assisted 3,708 beginning teachers, formally evaluated 4,469 teachers, and informally evaluated 42,424 teachers under the ADEPT system. Teacher education programs at institutions of higher education reported implementing the ADEPT system for 2,355 teacher candidates.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**694 Services to Students with Disabilities - Special Needs - Children w/ Disabilities P.L.108-446 (formerly P.L. 99-457)**

Pass through. Provide adequate services to preschool children with disabilities, ages three through five. Ensure smooth transition from early intervention services provided to infants and toddlers under Part C of IDEA (BabyNet) into preschool programs for children with disabilities under Part B of IDEA.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$3,973,584	\$0	\$0	\$0	\$0	\$3,973,584	0.00

**Expected Results:**

Adequate resources provided for pre-school students with disabilities.

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

**Outcome Measures:**

According to the 2005 child count, 110,219 children with disabilities between the ages of three through twenty-one received special education services in South Carolina.

**Agency:** H63 - State Department of Education**Functional Group:** Education**695 Services to Students with Disabilities - Special Needs Children**

Pass through. Provides for extended school year for special needs children. Citation: Federal IDEA.

FY 2006-07						
Total	General Funds	Federal Funds	Supp. Funds	CRF	Other Funds	FTEs
\$43,316	\$43,316	\$0	\$0	\$0	\$0	0.00

**Expected Results:**

Improved student performance as result of extended school year (ESY). Per child amount expended from state dollars for FY2005 for ESY was approximately \$9.28/4,668 children served.

**Outcome Measures:**

FY2005 PACT scores for disabled children in grade three reflect the following: 33% scored below basic on ELA and 36% scored below basic on math. In addition, student performance on PACT, PACT alternate, and PACT off grade level is monitored annually. On-site audit reviews include performance monitoring and accountability measures.

**Agency:** H63 - State Department of Education**Functional Group:** Education**696 Service to Students with Disabilities - Special Needs Children**

Pass through. Supports services to profoundly mentally disabled students. Provides funds for all local school districts that serve trainable and profoundly mentally disabled students. Citation: Federal IDEA; 59-21-510, 59-33-10; Proviso 1A.5; Reg. 43-172.

FY 2006-07						
Total	General Funds	Federal Funds	Supp. Funds	CRF	Other Funds	FTEs
\$129,928	\$129,928	\$0	\$0	\$0	\$0	0.00

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

**Expected Results:**

Trainable and profoundly mentally disabled students will receive appropriate educational services to improve student performance. In FY2005 the per child amount for the 726 identified students with profound mental disabilities was approximately \$178.96.

**Outcome Measures:**

FY2005 PACT scores for disabled children in grade three reflect the following: 33% scored below basic on ELA and 36% scored below basic on math. In addition, student performance on PACT, PACT alternate, and PACT off grade level is monitored annually. On-site audit reviews include performance monitoring and accountability measures.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**697 Service to Students with Disabilities**

Pass through. Provides funds for educational services for students with autism. Also provides \$250,000 to the South Carolina Autism Society. Citation: Federal IDEA; 59-21-600; Provisos 1A.5, 1A.31.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$4,205,017	\$0	\$0	\$0	\$0	\$4,205,017	0.00

**Expected Results:**

Services provided to students with autism to improve student performance.

**Outcome Measures:**

FY2005 PACT scores for disabled children in grade three reflect the following: 33% scored below basic on ELA and 36% scored below basic on math. In addition, student performance on PACT, PACT alternate, and PACT off grade level is monitored annually. On-site audit reviews include performance monitoring and accountability measures.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**698 Career and Technology Education - Modernize Vocational Equipment**

Pass through. Provides equipment for vocational training in courses for which equipment is needed with highest priority to job preparatory and occupational proficiency programs. Provides vocational equipment for school districts, Area Vocational Centers, and Wil Lou Gray Opportunity School. Citation: 59-53-1950, 59-53-1960.

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

FY 2006-07						
Total	General Funds	Federal Funds	Supp. Funds	CRF	Other Funds	FTEs
\$8,763,972	\$4,800,452	\$0	\$0	\$0	\$3,963,520	0.00

**Expected Results:**

Students trained on equipment used by industry that enables them to enter the job market and perform proficiently.  
 Placement rate for students completing course requirements.

**Outcome Measures:**

The placement rate was over 97% for those students who completed the course requirements.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**699 Tech Prep**

Pass through. Provides professional development in applied techniques and integration of curriculum and professional development in career guidance for teachers, guidance counselors and training mentors. Provide funds for Career Counseling Specialists. In the SC Education and Business Alliance Partnerships. Citation: Proviso 1A.20.

FY 2006-07						
Total	General Funds	Federal Funds	Supp. Funds	CRF	Other Funds	FTEs
\$5,726,234	\$0	\$1,661,751	\$0	\$0	\$4,064,483	0.00

**Expected Results:**

Provide technical assistance to the SC Education and Business Alliance Partnerships in developing effective business partnerships. Ensure that Tech Prep career specialists maintain business relationships to promote career guidance in schools.

**Outcome Measures:**

Annually provide students in grades 7-12 a minimum of 120,000 work-based experiences each year to prepare for further education and careers.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**700 High Schools That Work (HSTW)**

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

HSTW is a standards based, data driven national school improvement model. The model integrates academics and career knowledge and requires students to select the highest levels of core academic courses with each student choosing a concentration in a major area of interest. The HSTW model compares students' academic performance among SREB network states using a nationally recognized assessment. Citation: Proviso 1A.57.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$2,100,000	\$1,100,000	\$0	\$0	\$0	\$1,000,000	0.00

**Expected Results:**

New selected sites will be supported through professional development, on-site visits, and in benchmarking academic performance of students. These sites will implement a rigorous curriculum that will improve student academic performance overtime as measured against the established benchmarks. Working to increase the number of new sites by 30%.

**Outcome Measures:**

Students participating in the program show better results on standardized tests and have a higher graduation rate. Sites are expected to meet the benchmark standards in the core academic areas within three years of entering the network.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**701 Nursing Program**

Pass through. Funds a portion of a twelve-month or a Phase II licensed practical nurse (LPN) program by providing a portion of the salary for teachers. Funds go to districts, multi-district Career Centers, and Technical Colleges.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$597,562	\$597,562	\$0	\$0	\$0	\$0	0.00

**Expected Results:**

Increase number of pre-nursing candidates and participants completing the LPN program.

**Outcome Measures:**

Pass rate of 90% on the LPN exam. Supported approximately 51% of total salary for 23 FTE teaching positions at 3 districts, 1 multi-district career center and 5 Technical Colleges.

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**702 School Lunch Program Aid**

Pass through. Provides assistance to cover a portion of travel expenses related to the supervision of the school lunch program.  
 Citation: 59-63-750; Proviso 1.13.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$413,606	\$413,606	\$0	\$0	\$0	\$0	0.00

**Expected Results:**

State assistance is provided to support costs for lunch program.

**Outcome Measures:**

State assistance to support operational costs and defray expenses of county/district school lunch supervisors.  
 Funds provided based on number of cafeterias and to support supervisors in providing leadership to over 7,000 food service employees through the state.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**703 Principal Salary Supplement**

Pass through. Each school district must distribute the funds as salary supplements in addition to existing compensation equally among principals and assistant principals employed by the district. Citation: Proviso 1A.21

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$3,098,123	\$0	\$0	\$0	\$0	\$3,098,123	0.00

**Expected Results:**

Provide funding for a portion of principal salaries to offer competitive salaries and retain principals.

**Outcome Measures:**

Average salary / for the number of head principals noted / total salary amount / percent program provided / fiscal year: \$75,905 / 1,088 / \$82,584,640 / 3.8% / FY2005; \$73,738 / 1,079 / \$79,563,302 / 3.9% / FY2004; \$72,530 / 1,068 / \$77,462,040 / 4.0% / FY2003.

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**704 School Facilities - Buildings**

Pass through. Provides for school buildings and school building maintenance. Citation: 59-144-10 through 59-144-150.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$10,300,000	\$0	\$0	\$0	\$0	\$10,300,000	0.00

**Expected Results:**

Funding provided to 85 school districts, DJJ, Wil Lou Gray, John De la Howe, SC School for the Deaf and Blind.

**Outcome Measures:**

Provide pass through funds to assist with maintaining school facilities.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**706 Safe Schools -Middle School Initiative**

Pass through. Provides for increased service of guidance counselors, school safety officers, and/or school nurses in middle/junior high schools. Citation: 5-7-12; Proviso 1A.61.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$4,937,500	\$0	\$0	\$0	\$0	\$4,937,500	0.00

**Expected Results:**

No Persistently Dangerous Schools or At Risk of being persistently dangerous under NCLB. Districts hire personnel that support a safe, drug-free environment for students and support the health and well-being of students in the public middle schools. Reduce the number of violent and drug related incidents in schools.

**Outcome Measures:**

No school is classified Persistently Dangerous or At Risk of being persistently dangerous under NCLB. All school districts employ specified/appropriate personnel that support a safe, drug-free and healthy environment for student learning and improving student academic achievement.



**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**707 Safe Schools - Alternative Schools**

Pass through. Design and execute programs for students in grades six through twelve to provide appropriate services to those who, for behavioral or academic reasons, are not benefiting or achieving from the regular school program or may be interfering with the learning of other students. The Alternative Schools Program prepares its students to earn either a high school diploma or a GED certificate or to return to the student's regular traditional school. Citation: 59-63-1300; Proviso 1A.53.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$10,976,277	\$0	\$0	\$0	\$0	\$10,976,277	0.00

**Expected Results:**

Improve students' behavior so they can return to the regular school setting. School districts establish and implement a quality Alternative School program following the State Board of Education standards and assist students in improving academic achievement. Provide funding to support quality alternative programs in all school districts.

**Outcome Measures:**

The student achievement levels in Alternative School programs are comparable to those in the regular school program and that Alternative Schools serve all eligible students with a quality program. In FY2004-05, a total of 8,884 students benefited from the program with an average daily attendance (ADA) of 3,319. In FY 2005-06, a projected 8,800 students benefited with an ADA of 3,295. In FY2006 awarded non-competitive grants to 85 school districts. A total of 92 alternative schools received funding that helped them return to their traditional schools.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**708 School Transportation System - State Supplement for Bus Drivers - Salary, Employer's Contribution, and Workers Compensation**

Pass through. Provides state amount to districts to off-set driver salary and fringe costs. Also provides Special Contract Driver Salary and; Assistants on Buses with disabled children. Provides for transportation of 4-Yr-Old Half Day students. Citation 59-65-10; Reference 3% increase in Proviso 63.32

**FY 2006-07**

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$45,687,860	\$45,237,084	\$0	\$0	\$0	\$450,776	0.00

**Expected Results:**

Support for the safe and on-time transportation of students to school.

**Outcome Measures:**

Recruitment and retention of bus drivers, primary funding provided by the state. State funding is not sufficient to cover entire cost to districts. Driver salaries must be supplemented by districts to adequately recruit and retain drivers.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**709 Curriculum and Standards Services**

Deliver curriculum, standards services and statewide leadership, coordination, technical assistance and support to schools and districts to ensure implementation of grade-level standards-based instruction for all students. Provides \$75,000 to Charleston Science & Mathematics Center for curriculum development at the SC Aquarium. Citation: Provisos 1.21.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$22,942,093	\$1,323,684	\$20,504,403	\$0	\$0	\$1,114,006	30.00

**Expected Results:**

The expected results include the revision of the academic standards and expansion of support materials; the increase in the use of effective evidence-based instructional practices by schools and districts; and the successful and timely facilitation of the implementation of programs, projects, grants, and activities that support standards-based instruction.

**Outcome Measures:**

Revised the academic standards providing instructional support documents; implemented processes to gauge classroom instructional practices aligned to the standards; coordinated the long-term, intensive classroom support in reading, mathematics, and science that has resulted in improvement in student achievement; and ensured that all program's grants and activities are successfully implemented and monitored with positive feedback from the district constituents.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

**710 Professional Development on Standards**

Pass through. Provides professional development for instructional personnel in grades K-12 in the 8 academic areas for which the SBE standards documents have been approved. Link instruction to standards, develop classroom assessments consistent with standards and PACT, and analyze PACT results for modifications in instructional strategies. Conduct statewide training initiatives, as well as a formula-based allocation to districts, support the implementation of standards-based curriculum, instruction, and assessment in the core content areas: English language arts, mathematics, science, social studies, visual and performing arts, foreign language, physical education, and health. Citation: Provisos 1A.32., 1A.41.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$4,413,485	\$0	\$0	\$0	\$0	\$4,413,485	0.00

**Expected Results:**

Professional development will be tied to state academic achievement standards, state content standards, and curriculum and programs based on state standards. Programs will have substantial, measurable, and positive impact on student academic achievement. Programs will meet state and federal standards. The capacity of teachers to implement standards-based curriculum, instruction, and assessment practices are enhanced and; teacher knowledge of the subject matter content increased.

**Outcome Measures:**

Based on the district's information included in their summary reports (FY2005), these funds supported the professional development of over 40,500 teachers. A participant survey was used to gauge the effectiveness of the initiative in improving instruction in order to increase achievement. The program conducts desk audits of the summary reports. A grade-level breakdown of participants is 58.4% (K-5), 22.7% (middle school), and 18.9% (high school).

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**711 Professional Development on Reading to Teachers - Institute of Reading**

Pass through. Institute of Reading (South Carolina Reading Initiative). Support intensive staff development effort to conduct systematic inquiry into reading research and practice to ensure children read well and at grade level. Funds are used for grades 6-8 for the purpose of improving reading abilities of students in middle grades. The program supports full-time district literacy coaches. SDE provides professional development. Citation: 59-5-135; Proviso 1A.39.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$2,312,874	\$1,000,000	\$0	\$0	\$0	\$1,312,874	0.00

**Expected Results:**

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

Increase in the best practices in the teaching of ongoing reading professional development and support for implementing best practices. To improve the reading ability of students; with strategies based on best practice and providing targeted assistance.

**Outcome Measures:**

In FY2000, the Institute of Reading implemented the South Carolina Reading Initiative by training 46 literacy coaches. SCRI-MG was implemented in 35 districts and 60 schools by approximately 331 administrators and teachers. Data show that SCRI teachers' beliefs about how children learn to read and write were more consistent with best practice in the teaching of reading and writing and that students were more strategic in their reading.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**712 SAT Improvement**

Provides statewide assistance to districts in using PSAT and PLAN results to analyze student weaknesses, saves information and resources, and instructional materials designed to improve instructional strategies necessary for students to learn and succeed on college entrance exams. Citation: Proviso 1.33.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$331,524	\$331,524	\$0	\$0	\$0	\$0	0.50

**Expected Results:**

Districts will better use data to direct improvement efforts in curriculum and teaching, ultimately resulting in improved statewide SAT and ACT scores.

**Outcome Measures:**

SAT-South Carolina seniors increased their average SAT score by seven (7) points in 2005, maintaining for a fourth consecutive year South Carolina's top national ranking for improvement. The state's average SAT score increased by seven points to 993 from last year's 986, while the national SAT average rose from 1,026 to 1,028, an increase of only two points. ACT-in 2005, average scores of South Carolina high school seniors on the ACT college entrance exam improved for the second straight year while the number of test-takers grew. The 2005 average composite score for Palmetto State seniors was 19.4 on the ACT's 36-point scale, up from 19.3 last year and 19.2 in 2003. The national average remained at 20.9. (ACT considers any change larger than 0.05 statistically significant; one-tenth of an ACT point is comparable to four points on the SAT.) ACT and SAT scores for the graduating class of 2006 will not be available until August 2006.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

**713 Enhance Teacher Skills and Student Performance in English, Math, Science and Social Studies in Grades K-5 and 6-8**

Plan, coordinate, execute and assess training to enhance grades K-5 teachers' skills and to improve academic performance of students in English language arts (including reading), mathematics, social studies, and science. For FY2005, this activity was expanded to include grades 6-8 improvement efforts in the middle grades. Provide professional development, technical assistance, and resources. Citation: 59-1-525; Provisos 1AA.2, 1AA.7.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$48,572,342	\$0	\$0	\$0	\$0	\$48,572,342	0.60

**Expected Results:**

The expected result is to improve the quality of instruction and student achievement. Districts are required to identify expected outcomes in their annual summary reports that are reflected in their district-wide strategic planning documents.

**Outcome Measures:**

Student academic performance improved as measured by PACT and NAEP. A breakdown of the districts' FY2005 expenditure reports indicates that over one-half of these funds supported personnel costs (56.4%). Nearly one-fourth (25.9%) of the dollars supported classroom materials and supplies. Other areas targeted were professional development, extended day programs, and other instructional programs designed to improve instruction and achievement.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**714 Academic / Instructional Assistance to High Poverty Schools and Students (Title I, Part A, of NCLB (Basic Grants))**

Provides planning, coordination, instructional support, monitoring, and technical assistance to facilitate school improvement, reform accountability, school choice, and supplemental services to children of academic need in schools of high poverty.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$168,873,813	\$0	\$168,873,813	\$0	\$0	\$0	10.00

**Expected Results:**

All schools served will develop a needs assessment and implement a plan for continuous improvement. All districts will impose corrective action on schools identified for school improvement. Growth will be shown in student achievement in the areas of English language arts and mathematics. Information regarding school choice and supplemental services will be more accessible to parents as evidenced by an increasing number of students

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

participating in school choice/supplemental services.

**Outcome Measures:**

All districts implemented corrective actions as evidenced by their district and school improvement plans. In 2006, 554 schools were Title I schools with 925 students participating in school choice; and, 6,465 students receiving supplemental services.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**715 Academic/Instructional Assistance to Migrant Children (Title I, Part C, of NCLB (Migrant))**

Provides planning, coordination, instructional support, monitoring, and technical assistance to facilitate increased identification and recruitment of migrant children and to afford them the opportunity to meet high academic standards and encourage family literacy.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$766,511	\$0	\$766,511	\$0	\$0	\$0	1.00

**Expected Results:**

An increased number of students will be identified. Academic growth will be shown through increased student achievement in the areas of English, language arts and mathematics.

**Outcome Measures:**

The number of students identified and served increased from the previous year. In FY2005, 1,108 migrant students were identified, 652 were served, and achievement results showed positive gains in all areas tested.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**716 Academic/Instructional Assistance to Neglected and Delinquent Children (Title I, Part D, of NCLB (Neglected and Delinquent))**

Provides planning, coordination, instructional support, monitoring, and technical assistance to facilitate the basic education and support services for school-age children residing in neglected and delinquent institutions and/or state correctional facilities.

**FY 2006-07**

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$1,239,248	\$0	\$1,239,248	\$0	\$0	\$0	0.80

**Expected Results:**

A decreased number of students will be identified as having dropped out of high school.

**Outcome Measures:**

The number of students receiving dropout prevention aid increased. In FY2005, 3,968 students were served by this program.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**717 Comprehensive School Reform - CSR (Title I, Part F and Fund for Improvement, in NCLB)**

Provides planning, coordination, instructional support, monitoring, and technical assistance to support school implementation for models of comprehensive reform.

<b>FY 2006-07</b>						
<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$5,460,255	\$0	\$5,460,255	\$0	\$0	\$0	1.45

**Expected Results:**

Schools will demonstrate the successful implementation of whole school reform programs as observed and documented by an external evaluation of CSR.

**Outcome Measures:**

The external evaluation documented that reform programs had been implemented properly in participating schools.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**718 Charter School Program**

Assist individual/groups that desire to establish and operate Charter Schools in their communities, and Charter Schools already established and operating. Coordinate and manage the grant award process at the State level, coordinate the grant application process, and assist the South Carolina Charter School Advisory Committee. Citation: 59-40-10 through 59-40-240.

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$2,577,831	\$0	\$2,577,831	\$0	\$0	\$0	1.70

**Expected Results:**

The Charter School Program provides an educational environment to assist students in meeting the academic standards and achieving AYP as outlined in the federal legislation, No Child Left Behind. Provides technical assistance for the establishment of quality Charter Schools and for those Charter Schools that have already been established.

**Outcome Measures:**

The number of Charter Schools will continue to increase each year. There are projected to be thirty (30) in FY2007. There were twenty-seven (27) in FY2006. There were twenty-three (23) Charter Schools operating in FY2005.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**719 Character Education Program**

Provides state funding and resources to school districts to implement and evaluate character education in the schools as mandated by the Family Respect Act of 1999. Develop and support training for teachers. Fund character integration grants to school districts. Citation: 59-17-135.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$339,104	\$339,104	\$0	\$0	\$0	\$0	1.00

**Expected Results:**

All school districts will create and maintain written character education policies as well as support integration of character and ethics throughout school communities. School districts with one or more unsatisfactory schools will implement and evaluate character education programs subsidized by allocation grants.

**Outcome Measures:**

Increase the number of teachers enrolled in character education courses. In 2005-06, over 100 teachers participated in graduate level coursework in character education. Increase the number of schools that earn a rating of good or excellent on the item "character development programs:" In 2005-06, 75% of schools reported a rating of good or excellent.



**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**720 Reduce Dropouts and Truancy - Juvenile Justice & Delinquency Prevention**

Provide resources and technical assistance to school districts and alternative community-based programs for the purpose of reducing truancy, lowering the dropout rate, improving student attendance, and supporting programs to keep youth in schools and out of the juvenile justice system.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$1,000,000	\$0	\$1,000,000	\$0	\$0	\$0	0.00

**Expected Results:**

Reduce the truancy rate, lower the dropout rate, improve student attendance in the school, establish truancy programs in the schools to keep students in school and out of the juvenile justice system.

**Outcome Measures:**

All school districts will implement truancy intervention plans and/or strategies to reduce the truancy rate and lower the dropout rate. Increase the establishment of Truancy and Dropout programs in school districts. Truancy referrals to DJJ have reduced by more than 70% from 2003 to 2005.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**721 Homework Centers**

Pass through. Supports academic assistance to students with understanding and completing their homework assignments. Schools identified as "Unsatisfactory" or "Below Average" are awarded state funds to establish and operate Homework Centers. Citation: 59-18-1910; Provisos 1A.56 and 1A.65

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$10,586,000	\$0	\$0	\$0	\$0	\$10,586,000	0.00

**Expected Results:**

Schools receiving funding for Homework Centers establish and operate a Homework Center program according to State guidelines, to assist students with understanding and completing their homework assignments. The primary focus is to provide academic assistance to students to improve their academic performance.

**Outcome Measures:**

Increase the number of students served at homework centers and decrease the number of "unsatisfactory" and "Below Average" schools by improving students' academic performance. Also provide \$485,000 for the National

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

About Face Pilot Program. Twenty-two percent of students who tested at below-average in 2004 improved their ELA PACT score at least one performance level in 2005.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**722 21st Century Community Learning Center Program (Competitive Grants)**

Plan, execute, and assess learning center program. Provide resources, technical assistance, and federal grants to public school districts, individual schools, community-based organizations, faith-based organizations, and other public/private organizations. Establish and expand after school programs. These are competitive grants. Citation: Federal NCLB.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$12,825,734	\$0	\$12,825,734	\$0	\$0	\$0	0.00

**Expected Results:**

Increased delivery of before and after school academic enrichment activities for students to assist students in academic achievement; literacy and other educational services to the families of participating students. Assist students attending high poverty, low-performing schools to meet state academic standards and improve student academic performances.

**Outcome Measures:**

Improved student academic performance. In FY 2005-06, between 42% and 43% of students improved in reading and math performance; between 27% and 29% improved in PACT reading and math. Increase the number of programs funded and the number of students served. The number of programs funded for FY2004 was 19. The number funded in FY2005 was 80. The number funded in FY2006 was 91. In FY2006, over 15,000 students were enrolled in 21st Century programs.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**723 Teacher Specialists Assistance and Technical Support**

Select and maintain a pool of qualified applicants to serve as Teacher Specialists (TS) and Curriculum Specialists (CS) in schools rated Below, Average or Unsatisfactory on the most recent report card. Schools may request TS and CS through the School Renewal Plan process. TS assists classroom teachers in improving teaching and learning. CS works with the school staff and focuses on curricular and instructional issues. Citation: 59-18-1530, 59-18-1595; Provisos 1A.37, 1A.44, 1AA.7.

**FY 2006-07**

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$37,648,974	\$10,564	\$0	\$0	\$0	\$37,638,410	25.00

**Expected Results:**

The Teacher Specialists and Curriculum Specialists Programs support improved teaching and learning in low performing schools.

**Outcome Measures:**

Two hundred eleven Teacher Specialists (TS) and 37 Curriculum Specialists (CS) were placed in low performing schools. In FY05, 218 TS and 50 CS were placed in low performing schools. In FY06, 179 TS and 39 CS were placed in low performing schools. In FY05, 52 schools (excluding charter schools and counting dual report card schools once) were rated as Unsatisfactory. Twenty-seven of those schools were a tenth of a point from the below average category.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

## **724 Retraining Grants**

Provide professional development activities for school faculty and administrators in schools rated unsatisfactory or below average on the state report cards. Department staff train and assist school personnel in the required revision of their school renewal plans to develop plans that are focused on the improvement of student academic achievement. Provide guidance on the selection of high quality research-based professional development activities to support the plans and on the appropriate use of the funds. Citation: 59-18-1560; Proviso 1A.47.

<b>FY 2006-07</b>						
<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$6,144,000	\$0	\$0	\$0	\$0	\$6,144,000	0.00

**Expected Results:**

The retraining grant program supports improved student academic achievement in low-performing schools by enhancing the knowledge, skills, and capacities of the teachers and administrators.

**Outcome Measures:**

For FY2006, over 10,000 teachers and administrators at 276 schools benefited from professional development activities funded by retraining grants.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

**725 External Reviews - External Review Teams**

External reviews are conducted for all schools identified as unsatisfactory based on their absolute report card rating. Composed of currently serving and retired school administrators, representatives from higher education, School Improvement Council members, along with business and community leaders, the External Review Teams (ERTs) spend three to five days in their assigned schools examining all aspects of school operations. Teams focus on four key areas: leadership and governance, curriculum and instruction, professional development, and performance. The findings are reported to local and state boards. Teams are also responsible for recommending the placement of on-site assistance in schools such as teacher specialists, curriculum specialists, principal specialists, and principal leaders to support schools in improving student achievement. Citation: 59-18-1510.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$699,010	\$0	\$0	\$0	\$0	\$699,010	0.00

**Expected Results:**

The External Review process supports improvement in the administration, curriculum instruction, and professional development to increase student achievement in schools rated as unsatisfactory.

**Outcome Measures:**

The External Review process has supported the improvement of student achievement in schools rated unsatisfactory. Recommendations of ERTs are systematically included in each school's renewal plan and implemented to enhance student achievement.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**726 Palmetto Gold and Silver Awards Program**

Recognize and reward schools that attain high levels of absolute performance or high rates of improvement. Department staff determine eligible schools and award amounts and provide guidance on the appropriate use of the funds. Citation: 59-18-110.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$3,000,000	\$0	\$0	\$0	\$0	\$3,000,000	0.00

**Expected Results:**

The Palmetto Gold and Silver Awards Program encourages high levels of student academic achievement through recognition and rewards.

**Outcome Measures:**

During FY2005, 315 schools were recognized and provided monetary awards for their outstanding student

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

academic achievement.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**727 Accreditation of Schools**

Accredit all public schools and district operations annually. Schools and districts must comply with applicable accreditation standards. These standards are developed from state statutes and regulations, including requirements for health and safety. Schools that have been classified as "dropped" by the accreditation procedures will lose funding eligibility the following fiscal year. Citation: 59-18-710, 59-20-60; Proviso 1A.38

FY 2006-07						
Total	General Funds	Federal Funds	Supp. Funds	CRF	Other Funds	FTEs
\$644,718	\$644,718	\$0	\$0	\$0	\$0	12.00

**Expected Results:**

Each school and district operation is expected to comply with the accreditation standards. The standards address the following areas of school functions: personnel, curriculum and instructional materials, operations and procedures, and physical facilities.

**Outcome Measures:**

During FY2006, 993 of the 1,112 career and technology centers, elementary schools, middle schools, and secondary schools met compliance with applicable standards. Among 90 district operations, 85 met standards.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**728 Principal Specialists, Mentors, Leaders**

Select and maintain a pool of qualified applicants to serve as Principal Specialists (PS), Principal Leaders (PL), and Principal Mentors (PM) in schools rated Below Average or Unsatisfactory on the most recent report card. PS serve as the principal of the school. PL serve as full-time coaches and mentors to principals. PM serve as part-time coaches and mentors to principals. Schools may request PS, PL, and PM through the School Renewal Plan process. Provisos: 1A.42, 1A.44, 1A.50.

FY 2006-07						
Total	General Funds	Federal Funds	Supp. Funds	CRF	Other Funds	FTEs
\$4,753,379	\$33,135	\$0	\$0	\$0	\$4,720,244	0.00

## Agency Activity Inventory by Agency Appropriation Period: FY 2006-07

**Expected Results:**

PS, PL, and PM will assist schools in the use of best practices in school leadership in order to improve student achievement and teacher performance.

**Outcome Measures:**

In FY2004, sixteen PS and nine PL served in schools with unsatisfactory absolute ratings. In FY2005, fifteen PS and twelve PL served in schools with unsatisfactory absolute ratings. In FY2006, ten PS, twenty PL, and fifteen PM served in schools with unsatisfactory absolute ratings.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

### 729 OSL-Progress Energy School Leadership Executive Institute (SLEI)

The South Carolina School Leadership Executive Institute (SLEI) is a world-class initiative designed to give participants the insights, knowledge, and competencies to lead South Carolina schools to success. In partnership with the internationally renowned Center for Creative Leadership (CCL), the Darla Moore School of Business and the College of Education at the University of South Carolina, the South Carolina Department of Education has developed and implemented a rigorous, two-year institute for principals. The curriculum focuses on enhancing principals' skills in three areas: leadership, management, and educational best practices. The quarterly three-day sessions rotate between the CCL, the Darla Moore School of Business and SDE. Each SLEI cohort has approximately thirty educators from diverse backgrounds and schools. These cohorts develop a strong sense of camaraderie and a strong network of expertise and support. Citation: 59-24-10, 59-24-65; Proviso 1A.34.

#### FY 2006-07

Total	General Funds	Federal Funds	Supp. Funds	CRF	Other Funds	FTEs
\$906,370	\$0	\$0	\$0	\$0	\$906,370	0.00

**Expected Results:**

Schools with leaders that have completed SLEI will show improvement in school and student achievement. Principals are better prepared to be instructional and technology leaders in their schools. Principals know how to use school data from multiple sources to improve their student achievement and teacher performance. Superintendents can lead the change process to focus their district on instruction and student achievement. Principals and superintendents armed with best practices in leadership will move their schools forward and choose to remain in their positions longer.

**Outcome Measures:**

Three hundred ninety-one principals have completed the SLEI over the last five years and 65 participants have completed the SLEI for superintendents. Sixty-two principals will graduate this summer, 55 participants in the SLEI principals program are half-way through the program and 75 principals will start SLEI this school year. There are currently 16 participants in the SLEI superintendents' program. Survey results from graduates indicate use of cutting edge tools in leadership, curriculum, and instruction on a daily basis. Graduates grow as leaders and educators. They know how to collect and use data from multiple sources, improve teacher performance as well as student and school achievement. Data indicates that participants have a very positive view of the impact SLEI has had on their leadership skills. Data also indicates that graduates are better school leaders and that their schools improve across a broad spectrum of key indicators.

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**730 OSL-School Leadership On-Line Campus**

The Office of School Leadership will create and operate a virtual learning environment for school leaders called the OSL-On-line Campus. It will include modules on overarching leadership and management competencies as well as more focused modules on specific school leader duties and responsibilities. This school year will be the pilot year for the On-Line Campus. The program will be refined for next school year based on feedback from all participating districts.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$7,500	\$0	\$0	\$0	\$0	\$7,500	0.00

**Expected Results:**

School leaders will have immediate access to critical on-line instruction to help improve their educational competence, leadership, and management, in their schools or districts. Participants will improve their leadership skills and abilities resulting in improved school and student performance.

**Outcome Measures:**

Every district will have at least one school leader in the pilot program. Participants will indicate through a comprehensive survey that the On-line Campus had a positive impact on their educational competence, leadership, and management skills.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**731 English Speakers of Other Languages - ESOL (Title III, of NCLB)**

Provides planning, coordination, instructional support, monitoring, and technical assistance to assist public schools in offering instructional support to students whose first language is not English.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$2,498,113	\$0	\$2,498,113	\$0	\$0	\$0	1.00

**Expected Results:**

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

Positive growth will be shown in student achievement in the areas of English proficiency, language arts, and mathematics.

**Outcome Measures:**

The targets for student progress in English proficiency and for attaining English proficiency were met for FY2005.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**732 Innovative Programs (Title V of NCLB)**

Provides planning, coordination, support, monitoring, technical assistance, and resources to school districts to support innovative educational programs and the procurement of instructional supplies and materials.

FY 2006-07						
Total	General Funds	Federal Funds	Supp. Funds	CRF	Other Funds	FTEs
\$4,784,349	\$0	\$4,784,349	\$0	\$0	\$0	4.90

**Expected Results:**

The number of districts making Adequate Yearly Progress (AYP) will increase.

**Outcome Measures:**

The number of districts making AYP remained constant from FY2005 at seventeen (17) out of eighty-five (85).

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**733 Rural Education Achievement Program - REAP (Title VI of NCLB)**

Provides planning, coordination, support, monitoring, technical assistance, and resources to school districts with concentrations of high poverty to promote increased student achievement and to decrease dropout rates.

FY 2006-07						
Total	General Funds	Federal Funds	Supp. Funds	CRF	Other Funds	FTEs
\$2,431,320	\$0	\$2,431,320	\$0	\$0	\$0	0.55

**Expected Results:**



**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

The number of schools making adequate yearly progress will increase.

**Outcome Measures:**

The number of districts making AYP remained constant from FY2005 at one (1) out of twenty-two (22).

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**734 Arts Curricula Instruction**

Provides resources to support quality educational programs in the arts. Support professional development for teachers that promotes the development and implementation of appropriate curricula, instruction, and assessment based on the South Carolina Visual and Performing Arts Curriculum Standards. Award grants on the basis of a competitive review of applications. Includes the following allocations: Districts \$1,531,584; Other Entities \$167,650; Other Agencies \$320,413. Citation: 59-29-220; Proviso 1A.25.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$1,723,554	\$0	\$0	\$0	\$0	\$1,723,554	1.31

**Expected Results:**

Significantly improve student achievement in the arts through curriculum, instruction, and assessment based on the curriculum standards. Grants are to be used to facilitate arts curricula balanced in production, arts history, arts criticism, and aesthetics.

**Outcome Measures:**

Sixty-three Arts Curricula grants totaling \$984,592 were awarded to schools. All Distinguished Arts Programs FY2004 (schools and districts) participated in the South Carolina Arts Assessment Program for fourth grade students in the areas of dance, music, theatre, and the visuals arts.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**735 Arts Scholarship - Archibald Rutledge Scholarship**

Pass through. Provides funds that offer 12th grade students the opportunity to compete for scholarships in drama, creative writing, music, and visual arts.

**FY 2006-07**

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$15,963	\$15,963	\$0	\$0	\$0	\$0	0.00

**Expected Results:**

Encourage and recognize academic and artistic excellence.

**Outcome Measures:**

Each year through a judgment process, 4 college scholarships are awarded. One each in drama, creative writing, music, and visual arts.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**736 Early Childhood Education--Four-Year Old Early Childhood**

Plan, execute, and assess Early Childhood Education. Provides financial resources, technical assistance/training, coordination, and services. Pass through \$21,832,678 to districts. Provides half-day early childhood development programs for four-year-olds who have significant readiness deficiencies. Staff visits to local early childhood education and family literacy sites to provide training at local sites, regional sites, distance education sites, and state conferences. Provides monitoring to ensure program quality. Citation: 59-5-65, 59-139-05; Proviso 1A.13; Regs. 43-264.1.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$22,978,921	\$94,576	\$0	\$0	\$0	\$22,884,345	13.00

**Expected Results:**

Increase in the quality of early childhood and family literacy programs so that children are better prepared for school. Children will enter school ready to learn and succeed. Children will have access to quality early childhood programs. More effective parenting for children. Increased parental involvement in 4K-12 education.

**Outcome Measures:**

Approximately, 17, 755 children are served. The number of children served has increased each year. Students who participate in child development programs for four-year-olds scored higher on first grade readiness assessments, second-grade MAT7 tests and third-grade PACT tests. Percentage of program teachers who are certified in early childhood education has increased. Number of programs certified by the Office of Early Childhood Education has increased. NIEER report-children in child development classes showed gains in vocabulary 42% higher than children without 4K. A 102% increase in growth in print awareness compared to children without 4K.

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**737 Parenting and Family Literacy Services**

Parenting/family literacy strategies support families in enhancing the literacy of their children and adult family members. Strategies are designed to assist parents to be the first and most important teachers of their children, and build parent confidence for education involvement throughout the academic career of the child. Strategies include service integration, expanded delivery and accountability in targeted populations, collaboration for effective use/leverage of resources, improvement of results documentation, and analysis. Provides \$200,000 to Accelerated Schools Project at College of Charleston; provides \$200,000 to Communities-In-Schools program; provides \$100,000 for the South Carolina Urban League statewide parent involvement program. Citation: 59-1-450, 59-139-05; Act 135; Provisos 1A.26., 1A.27.; Regs. 43-265.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$9,151,433	\$0	\$3,045,630	\$0	\$0	\$6,105,803	0.00

**Expected Results:**

Increased family literacy programs targeting service integration, results documentation, and program implementation. Increased parent involvement from birth to age 7. Increased grade promotion and reading level. More effective parenting regarding child nurturance, learning and interaction, language, health and safety. Increased number of parents obtaining high school diploma or GED and/or post secondary education.

**Outcome Measures:**

Enhanced school readiness of children (particularly as related to: cognition/thinking skills, language, emergent numeracy and literacy, health and motor skills, emotional well-being, social and interaction skills, character and behavior). Parents demonstrate growth in support for their children's learning. Children will read on or above grade level. Children will be promoted to the next level 4K-3rd grade. Increase in language development and educational level of parents and employment opportunities.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**738 Competitive Teacher Grants**

Provides grant awards directly to teachers for the purpose of improving teaching practices and procedures and development and implementation of new innovative programs.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$1,287,044	\$0	\$0	\$0	\$0	\$1,287,044	0.00

**Expected Results:**

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

Improved teaching methodologies and implemented innovative programs.

**Outcome Measures:**

A total of \$1,279,141 was provided to 407 project recipients chosen from among 888 applications. Of those recipients, 268 were awarded teacher grants (\$2,000 maximum) for individual grants and 139 were awarded unit grants (\$6,000 Maximum) for teams of teachers. Involvement in grant-funded activities include the following: 1,761 teachers; 348 administrators; 45,357 students; 3,645 community members.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**739 Services to Students with Disabilities - Special Education**

Plan, execute, and assess the education of children with disabilities. Provides coordination, support, monitoring, technical assistance and resources. Ensures all children with disabilities have access to a teaching/learning environment appropriate to their needs; protects the rights of these children and their parents; and provides technical assistance and training to local school districts, other state agencies, Head Starts, parents, and advocacy groups.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$162,942,183	\$260,220	\$162,681,963	\$0	\$0	\$0	26.00

**Expected Results:**

One hundred ten thousand two hundred nineteen (110,219) students with disabilities in South Carolina will receive a free appropriate public education in accordance with state and federal statutes/regulations. Performance on academic measures will improve.

**Outcome Measures:**

Improved results for students with disabilities, increased capacity for service delivery, highly qualified instructional staff, and compliance with the Individuals with Disabilities Education Act. The State Performance Plan for Part B of the Individuals with Disabilities Education Act details baseline/trend data, establishes targets, and explains progress or slippage on a yearly basis.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**740 Adult Education (AE)**

Plan, execute, and assess AE. Provide coordination, support, monitoring, technical assistance and resources. Ensures service to students over age 17 in school districts, community organizations and centers, correctional institutions, city and county jails, technical colleges and vocational rehabilitation centers. Goals include completion of a high school credential, entry-level job

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

market skills, maintaining employment, enrollment in post secondary education, military enlistment, leaving public assistance. Provides academic/vocational training to parents through family literacy programs. Programs available: a) Basic - serves adults with low literacy skills, (less than eighth grade) to improve their reading, math, and writing skills. b) Secondary - provides opportunity to receive a high school credential through the General Educational Development (GED) program. c) English as Second Language - service to international students to improve knowledge of English. Citation: Proviso 1.24.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$26,530,803	\$2,571,140	\$8,473,300	\$0	\$0	\$15,486,363	20.00

**Expected Results:**

The number of adults enrolled in AE and GED preparations programs will increase. Each school district is required to offer adult education services to its constituent citizens. Each program will have properly certified directors and teachers. Provide a range of basic skills instruction, secondary instruction, and English as a Second Language (ESL) instruction to citizens 18 years of age and older. Each adult education provider submits education performance summaries depicting each level of achievement. Programs are expected to meet or exceed negotiated performance standards mandated by the Office of Vocational and Adult Education at the federal level.

**Outcome Measures:**

For FY2005, 75,151 citizens benefited from adult education programs: 8,096 students benefited from adult education literacy programs, 6,853 non-English speakers received English instruction; 15,642 17-21-year-olds were served; 7,825 earned a high school credential; 70% gained employment; 81% retained employment; 44% enrolled in post-secondary education. South Carolina has met and exceeded negotiated standards with the Office of Vocational and Adult Education (OVAE) thus rewarded incentive funding three of the best four years.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**741 Career and Technology Education (CATE)**

Plan, execute and assess state-level activities for Career and Technology Education (CATE) as defined by the federal Carl D. Perkins Vocational and Technical Education Act of 1998. State-level activities include implementation of the data, accountability, and reporting requirements of the federal law. Leadership activities include improving and expanding both secondary and postsecondary CATE programs through technical assistance, professional development, and business partnerships.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$20,004,642	\$461,236	\$19,543,406	\$0	\$0	\$0	29.00

**Expected Results:**

Education personnel appropriately trained in content area and pedagogy.

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

**Outcome Measures:**

Meet or exceed all federal Perkins accountability measures as a state. Accountability measures include academics, skill proficiency, graduation, placement, nontraditional participation and retention. In FY2005 the graduation rate for secondary CATE concentrators was 95.73% and the placement rate for secondary CATE concentrators was 97.81%.

**Agency:** H63 - State Department of Education**Functional Group:** Education**742 Teacher Certification**

Plan, execute, and assess, the teacher certification system. Provide professional review, including FBI background clearance checks, for initial certification (Statute 59-25-115), undertake educator discipline (Statute 59-25-150) and reporting disciplinary actions via a national clearinghouse. Review, evaluate and process requests for initial and continuing educator credentials as well as certificate upgrades and renewals in accordance with established law and regulations. Citation: 59-25-20 and 59-25-110; Reg. 43-50 through 43-64.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$4,248,232	\$1,554,870	\$0	\$0	\$0	\$2,693,362	35.00

**Expected Results:**

Education personnel appropriately trained in content area and pedagogy.

**Outcome Measures:**

Processed approximately 65,000 cases in 05-06 related to the issuance of teaching certificates, including 3,100 initial certificates, 12,000 renewals and add-on certificates, 541 out-of-field permits, and 1,600 critical need certificates. Responded to over 69,000 e-mail inquiries, 70,000 phone calls, and consulted with approximately 2,800 walk-in visitors to the Office of Teacher Certification. Scanned 187,000 documents into Certification database required for certification processing. Prepared over 240 cases for SDE or State Board of Education review and/or action relative to educator discipline (arrests, convictions) noted on fingerprint reports relative to initial teacher certification, and assisted in approximately 127 cases that resulted in public reprimands, suspensions, revocations, or surrender of certificates.

**Agency:** H63 - State Department of Education**Functional Group:** Education**743 Teacher Recognition (Teacher of the Year)**

Pass through. Honors and recognizes representatives of the State's many exceptional teachers. Districts that participate in the

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

Teacher of the Year program are eligible to select a teacher of the year. Each school district teacher of the year receives \$1,000 plus applicable benefits. The state Teacher of the Year receives \$25,000, and each of the four Honor Roll Teachers receive an award of \$10,000. Citation: 59-26-90; Proviso 1A.35.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$166,102	\$0	\$0	\$0	\$0	\$166,102	0.00

**Expected Results:**

Improves the teaching profession by honoring teachers who are exceptional. Encourages teachers to excel in the classroom. Highlights the importance of education. Encourages teacher retention.

**Outcome Measures:**

Eighty-three districts plus DJJ participated in the 2005-2006 Teacher of the Year Event. Naming of new State Teacher received extensive media coverage statewide in print, television, and electronic press. The newly named State Teacher of the Year is National Board Certified. All five finalists graduated from South Carolina Universities. New State Teacher will serve as a roving ambassador-working with teachers statewide, teacher cadets, and chairing the Teacher's Forum. Program experienced increase in district, state, and national interest. Program is a model for other states. Increase in interest from business community. Program encourages recognition of excellent work as well as assistance in recruitment and retention.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**744 Alternative Certification Programs**

Plan, execute, and assess the Program of Alternative Certification for Educators (PACE) and Troops to Teachers program. PACE allows individuals with appropriate content preparation to enter the teaching profession in critical subject fields or critical geographic locations and achieve full certification while teaching. The program is an alternative to the traditional teacher training process, and puts particular emphasis on individuals who are career-changers. Staff are involved in the development and updating of the PACE curriculum, selection of PACE instructors, and the 26-day, three year training process at five regional locations in South Carolina. The Troops to Teachers federal assistance program, provides counsel and assistance to individuals who are transitioning out of the various branches of the military who wish to pursue to become certified to teach in South Carolina.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$772,967	\$0	\$574,731	\$0	\$0	\$198,236	1.00

**Expected Results:**

Qualified individuals considering a career change are encouraged to become teachers.

## Agency Activity Inventory by Agency Appropriation Period: FY 2006-07

### Outcome Measures:

Evaluated approximately 5,000 applications for admission to PACE annually. As of FY2006, there were over 1,132 individuals placed in 80 school districts who were actively participating in the program. Over 400 new applicants are admitted annually. All active participants must successfully complete the state-provided training program and they must be teaching in either a critical subject or critical district. Troops to Teachers placed 31 individuals in education positions this past year. Since 1994, Troops to Teachers has placed 338 individuals in education positions in South Carolina.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

### 745 Teacher Education

SDE is required to accredit the teacher education and preparation program of all institutions of higher education in South Carolina. Currently there are thirty-one institutions with various education disciplines and levels, all of which must meet relevant state and federal accreditation and program standards as provided by the National Council for the Accreditation of Teacher Education (NCATE), Title II of the Federal Higher Education Act (HEA) of 1998, and the SC Code of Laws. SDE prepares and submits the Title II State Report Card to the US DOE as mandated by Title II, Section 207 of the HEA. In addition, SDE provides technical assistance, training, and quality control monitoring of the programs.

#### FY 2006-07

Total	General Funds	Federal Funds	Supp. Funds	CRF	Other Funds	FTEs
\$293,804	\$0	\$0	\$0	\$0	\$293,804	0.00

### Expected Results:

To ensure that standards and requirements are met, Educator Preparation, Support and Assessment (EPSA) staff provides technical and consultative support to institutions with teacher education programs seeking initial or continuing accreditation and/or program approvals. EPSA staff also coordinate all program reviews and accreditation team visits and ensures state and institutional compliance with all state and federal reporting requirements related to educator preparation.

### Outcome Measures:

State and federal annual reporting requirements seek to ensure that institutional program effectiveness is reviewed through program completion indicators such as certification exam pass rates (PRAXIS II exam), teacher induction and evaluation program performance (ADEPT), and surveyed perceptions of program effectiveness. Current NCATE/STATE results are: 29 accredited, 2 accredited with conditions, none with probationary accreditation, and none with revocation of accreditation status. FY2005 Title II Report Card results are: 30 met standards, 1 at risk, and none low performing. FY2004 Title II Report Card results are 29 met standards, 2 at risk, and none low performing.



**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**746 Teacher Evaluation (ADEPT)**

All public schools and teacher education programs are required to implement the Assisting, Developing and Evaluating Professional Teaching (ADEPT) system for certified teachers and teacher candidates. The ADEPT system includes provisions for induction/mentoring/assistance programs for first year teachers; formal evaluation for second year teachers and experienced teachers who have performance problems; and professional development goals for experienced teachers. Citation: 59-5-85, 59-26-20, 59-26-30, 59-26-40; Provisos 1.18, 1A.17. NOTE: Also see Teacher Quality - ADEPT Activity.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$100,000	\$0	\$0	\$0	\$0	\$100,000	1.00

**Expected Results:**

Improve teacher quality by reducing teacher turnover/attrition and improving retention; help develop new teachers; ensure second and third year teachers perform to established state approved performance standards; provide quality ongoing professional development for experienced teachers. To assure that ADEPT is fully and effectively implemented, DEQL staff are responsible for developing, implementing, evaluating and directing all ADEPT materials and procedures. DEQL staff also provides technical assistance, collects evaluation results and disseminates information and reports as required by state law and regulation.

**Outcome Measures:**

School districts are required to submit ADEPT implementation plans annually and must submit evaluation results on all teachers to the SDE via the electronic ADEPT Data System. For FY2006, 95% of the teachers met the state performance standards. A new teacher evaluation model, based on revised performance standards, has been developed and will be piloted in FY 2007.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**747 Teacher Quality - Title II A of the No Child Left Behind Act**

The federal No Child Left Behind Act establishes additional qualification requirements for all public school teachers of core academic subjects and certain public school instructional paraprofessionals, as well as general teacher quality expectations, and provides funds to the state and the school districts to help meet the teacher quality goals of NCLB.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$39,789,035	\$0	\$39,789,035	\$0	\$0	\$0	2.00

**Expected Results:**

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

To ensure that the teacher quality goals of NCLB are met, EPSA staff administer a funds application and distribution process and provide technical and consultative support to the school districts and special schools related to the required needs assessment process, the teacher and paraprofessional qualification requirements and the data collection and reporting requirements.

**Outcome Measures:**

Monitoring is conducted and federal reporting requirements are compiled annually for all public schools districts and special schools to ensure that sufficient progress is made in meeting the goals and requirements of NCLB within the timeframes mandated by NCLB.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**748 Teacher Advancement Program (TAP) NON-EAA**

TAP is a professional development program designed to recruit and retain high quality teachers by providing a career ladder model for teachers. During FY2005, there were nine TAP schools and for FY2006 TAP programs operate in seventeen public schools in South Carolina. EPSA staff assist the implementation of TAP by coordinating, training and providing technical support for all of the principals, mentor teachers and master teachers in the TAP schools, as well as by conducting program reviews and data collection and analysis.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$300,000	\$0	\$0	\$0	\$0	\$300,000	0.50

**Expected Results:**

Expected results include TAP programs implemented as designed and operating to retain teachers, improve professional training, and improve school and student academic performance.

**Outcome Measures:**

TAP is an educational reform model that was introduced in SC in FY2002, which was an initial training and start-up year. To assess the effectiveness of the TAP model, annual data collection and analysis are conducted that include teacher and principal surveys, student achievement results and program outcomes. Data collected (PACT scores) for FY2003 through FY2005 show significant overall, vertically aligned, gains in student achievement in TAP classrooms. These achievement gains have led other districts to begin implementing the program at their underachieving schools. TAP has grown from four pilot schools in 2002-03 to seventeen schools in 2006-2007. Forty schools have declared plans to implement the program in 2007-2008. Of the 321 teachers in TAP schools during FY2005, all but one earned individual and/or school-based incentive awards.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

**749 School Transportation System**

Maintain support for statewide school transportation system which operates more than 78 million miles annually. Provides staff and mechanics to maintain the state's transportation system and school buses; provide operating expenses for spare parts and fuel to operate school buses. The cumulative mileage of the fleet is nearly 1 billion miles with an average bus age of 14 years with 190,000 miles. Provides payment of Worker' Compensation for school bus drivers and bus maintenance shop personnel. Citation: Provisos 1.17, 1.31, 1.34, 1.37, 1.49, 1.60, 1.68, 1.79.

FY 2006-07						
Total	General Funds	Federal Funds	Supp. Funds	CRF	Other Funds	FTEs
\$62,848,729	\$45,145,641	\$0	\$9,784,856	\$0	\$7,918,232	481.02

**Expected Results:**

The school transportation system is responsible for transporting an average of 708,000 student riders daily on 5,029 route school buses.

**Outcome Measures:**

To assure student safety and maintain the transportation program, the SDE manages driver records and a training program for some 6,780 school bus drivers and supports the 45 bus maintenance shops. Annually, the safety program, in cooperation with the Highway Patrol, instructs 8,000 students on bus safety, investigates route safety for the 18,938 bus routes, and gives training to 7,000 drivers and mechanics.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**750 School Transportation System - EAA & EEDA**

Provides for transportation services (driver salary and bus operations) for EAA related education activities such as after school homework centers and EEDA related education activities such as choice vocational training.

FY 2006-07						
Total	General Funds	Federal Funds	Supp. Funds	CRF	Other Funds	FTEs
\$4,957,440	\$4,957,440	\$0	\$0	\$0	\$0	0.00

**Expected Results:**

Students transported to EAA and EEDA educational programs.

**Outcome Measures:**

Financial resources provided to off-set the cost of students transported to EAA and EEDA programs.

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**751 School Transportation System - Bus Purchase**

Purchase of buses to sustain transportation system. Citation: Proviso 1:34, 1.35, 3.13.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$36,800,000	\$10,676,931	\$0	\$0	\$26,123,069	\$0	0.00

**Expected Results:**

Availability of sufficient buses, fuel and parts.

**Outcome Measures:**

School bus transportation system is safe and provides on-time student delivery to school.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**752 Technology Support and Assistance**

Provide technology programs and resources supporting the state public education system, both in instructional strategies and as a collection platform for state and federal data requirements. Conduct professional workshops, recertification courses, graduate courses and online courses. Maintain and operate agency local area network. Provide technical support and assistance to agency and districts. Maintain Web site and develop new applications.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$5,231,073	\$2,276,040	\$0	\$0	\$0	\$2,955,033	49.30

**Expected Results:**

Development and implementation of contracts for administrative software; technical assistance for legacy (SASI) software; technology professional development and support by regional technology specialists; televised resources, teleconferences, and professional development; administrative software and network support for the department; development and management of on-line resources, services and Web initiatives.

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

**Outcome Measures:**

For FY2006, 2,431 participants in 120 statewide courses. Local area network maintained and operated; 800+ computers; 125-225 new/replacement computers installed; 2,000+ computer programs maintained; new computer systems developed to support agency/districts. Four thousand seventy-five technical support and assistance calls provided to 85 districts for SASI and other systems. Website maintained and new applications developed to improve data collection efficiency and communication; forty-five+ web surveys and applications developed for agency/districts. The agency website received over 75,085,280 hits with an average of 2,448 visitors per day. The new SDE website, ed.sc.gov, replaced myscschools.com and reduced the amount of content from over 70,000 web documents to approximately 20,000 documents and therefore, increased user friendliness of the site and search results were more successful for visitors.

.....

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**753 Uniform Management Information Reporting System (UMIRS)**

Develop and implement a Uniform Management Information Reporting System as required by NCLB.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$0	\$0	\$0	\$0	\$0	\$0	0.00

**Expected Results:**

More accurate collection of information on truancy rates, the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the state.

**Outcome Measures:**

Identify children 6 to 17 years of age who meet the definition of Truant, Habitual Truant or Chronic Truant. Attendance data from SASI will be used to determine the children who meet the definition. Reports will be generated for school districts to verify. Provide intervention so that these students graduate from high school.

**EXPLANATION:**

Activity was funded by a Justice Department Federal Grant. Federal grant ended 30SEP2004. Activity is continuing.

.....

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**754 Enhancing Education Through Technology (E2T2); Title II Part D of NCLB**

Improve student academic achievement through the use of technology in schools; assist students in crossing the digital divide by ensuring that every student is technologically literate by the end of eighth grade; encourage the effective integration of technology with teacher training and curriculum development to establish successful research-based instructional methods.

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$9,098,845	\$0	\$9,098,845	\$0	\$0	\$0	0.00

**Expected Results:**

Improved student achievement through the use of technology; increased student technology literacy with proficiency by the end of eighth grade; increased teacher training to facilitate technology integration across the curriculum.

**Outcome Measures:**

Maintained E2T2 program. Funded 30 Technology Curriculum Coaches and awarded 10 competitive grants. Managed and maintained formula grants for all school districts. Completed E2T2 survey that is submitted each year; analyzed school attendance rates, report card ratings, achievement test scores, student proficiency and teacher technology proficiency reporting; data collected via the Online School Technology Counts Survey and the PCS Web-based reporting system; districts completed grant visitation rubric.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**755 Data Collection-SASI**

This system, School Administration Student Information (SASI) is the main source of data for policy information to meet state and federal requirements (State EAA Report Card and Federal Adequate Yearly Progress). SASI provides operational functionality for a myriad of school and district tasks and the contractual obligation for server based applications in each school in SC.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$1,548,450	\$0	\$0	\$0	\$0	\$1,548,450	0.00

**Expected Results:**

Provide software support and upgrades for 1,275 school and district installations of SASIxp.

**Outcome Measures:**

Provided required support, upgrades, and service patches for 1, 275 school and district installations. Also gathered, defined, and provided SC specific fields to student records in the software. Twelve data collections from all sites.

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**756 Student Identifier and LDS**

Develop and maintain a unique student identifier system. Design, develop and implement a statewide Longitudinal Data System (LDS).

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$1,158,155	\$0	\$0	\$0	\$0	\$1,158,155	0.00

**Expected Results:**

Unique student identification for providing information for curriculum change and student assistance. LDS will enable integration of data that currently rests in multiple systems, expand the data that are included, and meet federal and state reporting requirements.

**Outcome Measures:**

More accurate reporting of student results across time for academic improvement. For FY2006, 744,239 student identifiers have been assigned. Improve overall quality and reliability of all SDE education data. Ensure that South Carolina excels in federal reporting through EDEN. Provide educators with a view of longitudinal data by student, classroom, or ad hoc grouping.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**757 Technology Initiative**

Facilitate the infusion of technology into every public school in SC through K-12 School Technology Initiative, which is guided by a unique public/private partnership of the Department (SDE), SCETV, the State Budget and Control Board, the State Library and the state's private telecommunications providers. Provide resources and support for a statewide internet and video infrastructure, provide software, Web-based resources, hardware, and training to schools for instructional, record-keeping and reporting purposes. Citation: Provisos 1.25, 72.37.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$13,683,697	\$0	\$0	\$0	\$0	\$13,683,697	0.00

**Expected Results:**

Increased access by schools to the internet, increased quantity and quality of technology based instructional resources available to students, parents and teachers, increased ability for schools and districts to accurately track and report essential data (student, teacher, course, class, attendance, etc.).

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

**Outcome Measures:**

For FY2006, over six million items were viewed on DISCUS, the state virtual library; one hundred percent of SC schools have high speed internet connectivity. South Carolina schools met or exceeded national averages for FY2006: In SC, 83% of schools have teachers that are better than "beginners" when it comes to using technology and 76% of teachers use a computer daily for planning or teaching. The student to computer ratio was 3.7. Eight hundred thirty-three librarians and technology staff attended training, including 368 from K-12 schools. Funded ePortfolio statewide rollout for teachers and 1,000 pilot slots for students. Funded SC Virtual Learning Pilot to 1,200 students statewide. Trained 626 SASI clerks.

**Agency:** H63 - State Department of Education**Functional Group:** Education**758 Conduct Research and Prepare Reports**

Collect, analyze, and report data concerning the public education system in South Carolina. Produce and distribute data that underlie the State and federal accountability systems, including the State's School and District report cards and the federal Adequate Yearly Progress reports. Citation: 59-18-900; Provisos 1A.22, 1A.43, 1A.47.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$1,979,415	\$1,007,622	\$0	\$0	\$0	\$971,793	17.00

**Expected Results:**

Educators, policy makers, and the general public will have the information that they need in order to understand and evaluate the State's public schools.

**Outcome Measures:**

Major reports were issued concerning PACT, SAT, AP, and ACT scores, administrator's salaries, membership projections, attendance and membership, private school enrollment, and the performance of high school graduates during their first year in college. Compilations of data included Rankings of School Districts and Counties of South Carolina and Educational Profiles. Approximately 700,000 printed copies of school and district report cards were distributed to parents and to the general public. Staff responded to over 91 specific requests for information from the general public and distributed over 1,500 copies of Quick Facts, a compact source of data concerning the public schools of the State.

**Agency:** H63 - State Department of Education**Functional Group:** Education**759 Assessment and Testing Activities**

The primary activity is the development and maintenance of the statewide testing program in conformity to state and federal



**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

mandates. Includes PACT, HSAP, End-of-Course, SC Readiness Assessment, alternate assessments. Citation: Federal NCLB, EAA, 59-18-300 through 59-18-370; Proviso 1.70.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$28,981,024	\$3,870,327	\$7,877,108	\$0	\$0	\$17,233,589	29.00

**Expected Results:**

The selection or development and administration of high quality assessments of educational attainment that provide reliable information that can be used as the basis for drawing valid conclusions about examinees and that meet the highest standards of the educational measurement profession.

**Outcome Measures:**

Annual reporting of performance on statewide testing programs; publication of testing manuals, user guides, and technical documentation.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**760 Instructional Materials - Textbooks**

Support the purchase and distribution of textbooks and instructional materials for children, grades K-12 in each subject area as adopted by the State Board of Education, to include consumables and replacement of older materials. Materials are evaluated and approved on a six-year schedule. Citation: Proviso 1.38; SBE Regs 43-70, 43-71, 43-73.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$56,606,226	\$26,498,804	\$0	\$3,144,273	\$1,855,727	\$25,107,422	5.00

**Expected Results:**

Provide state adopted materials that meet the state academic standards to schools by the beginning of the school year to assist teachers in preparing curriculum to foster student learning.

**Outcome Measures:**

Provided textbooks to over 650,000 students. Instructional materials evaluated including a 30-day public review and approved by the State Board of Education; provided information through a 10-site caravan to schools/districts to aid local selection of new materials; issued 6-year contracts to publishers to preserve the price of materials; managed the allocations of funds, school orders, and shipment of materials before the start date for schools.

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**761 School Facilities Support**

Serve as the building official for public school facilities in South Carolina. Enforce building codes and state regulations. Perform inspections and reviews of blue prints and buildings. Administer the Renovation, IDEA, and Technology federal grant. Provide architects to review architectural plans. Citation: 59-23-210, 59-23-220. NOTE: Also see School Facilities Activity.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$598,994	\$508,994	\$0	\$0	\$0	\$90,000	8.00

**Expected Results:**

Enforce building code and state regulations. Plan reviews and inspections conducted. On average, over 300 school plans are reviewed annually and 380 inspections are conducted. In FY2006, a new certification process resulted in 178 certifications.

**Outcome Measures:**

Schools built to required codes so they are safe and appropriate for learning. Performed plan reviews and inspections on time. On average, over 300 school plans are reviewed annually and 380 inspections conducted.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**762 Safe and Drug-Free Program**

Provide technical assistance to schools in the development and implementation of a school safety plan, conducts site visits, administer the grant application process for districts to receive funding; provide training to school districts on school safety and substance abuse issues. Pass-through federal grant funding to school districts for developing and implementing proven-effective programs/activities/curricular in the areas of violence and substance abuse prevention. NOTE: Also see School Safety Activity and Middle School Initiative Activity.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$5,443,145	\$357,204	\$5,085,941	\$0	\$0	\$0	16.20

**Expected Results:**

School districts develop and implement a comprehensive school safety plan serving all students, including at-risk and homeless students, that address violence and substance abuse prevention as defined by the U.S. Department of Education. Will review all 85 school district safety plans. Offer regional trainings on principals of effectiveness,

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

Emergency Response, and Crisis Management.

**Outcome Measures:**

No school in the state is labeled "Persistently Dangerous" as outlined in the NCLB federal legislation and all school districts submit a comprehensive school safety plan following U.S. Department of Education guidelines.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**763 School Food Services and Food Distribution System**

Plan, execute and assess the School Food Service Program. Activity is subsidized by federal funds to provide free/reduced/full price lunches, breakfasts, and after school snacks to eligible students. Promote the health/well-being of children by providing meals to children in public and private/parochial schools and residential child care institutions. All public schools participate in the National School Lunch and Breakfast Programs and over 60% offer after school snacks. Support 86 public school food authorities, 50 private/parochial schools and residential child care institutions who participate in school meal programs. Activities required for program operation include monitoring, training, nutrition education, and technical support. Citation: 59-63-710 through 59-63-800. New nutrition standards for school meals and competitive foods will be implemented in K-5 elementary schools in SY 2006-2007 for New nutrition. Citation: 50-1 310 and 59-5-60. Wellness policies for all school districts, private schools and RCCI's are also required for SY 2006-2007.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$162,164,501	\$149,825	\$162,014,676	\$0	\$0	\$0	18.00

**Expected Results:**

Average daily participation (ADP) in USDA reimbursable school meals compared to average daily attendance (ADA) is expected to be 30% for breakfast and 70% for lunch in 1,013 schools.

**Outcome Measures:**

Total number of reimbursable meals served: Breakfasts, 33.5 million; Lunches, 80.6 million; After school snacks, 2.7 million. Average daily participation in the lunch program was 446,391 and breakfast 177,242. Currently, 52 percent of students are eligible for free and reduced price meals.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**764 Coordinated School Health Programs**

Work with districts to Implement Coordinated School Health Programs (CSHP) in accordance with the Centers for Disease Control Model. Provide professional development for district and school personnel to implement CSHP and proven effective

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

programs to improve student physical activity and nutrition and prevent tobacco use among students. Provide state level coordination among agencies and organizations that serve youth to coordinate and maximize resources to assist schools with improving student health.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$455,429	\$0	\$455,429	\$0	\$0	\$0	0.00

**Expected Results:**

Districts will establish Coordinated School Health Councils and develop plans for implementing policies and programs to improve the health of students. Established cadre of trainers to provide professional development to district and school personnel on CSHP and proven effective programs to improve physical activity and nutrition and prevent tobacco use among students.

**Outcome Measures:**

Fifty per cent of districts will adopt and implement CSHP and proven effective health education curriculum to prevent tobacco use and improve nutrition and physical activity among students.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**765 Healthy Schools Programs (HIV Prevention & Youth Risk Behavior Surveillance)**

Work with districts to implement effective HIV prevention programs in schools. Provide professional development for district and school personnel on proven effective strategies for HIV prevention for school age youth. Support a state materials review panel to ensure that all materials comply with the SC Comprehensive Health Education Act and federal requirements. Collaborate with other state agencies( DHEC, DAODAS, B&CB) to conduct the state level Youth Risk Behavior Survey in middle and high schools. Develop a summary report and disseminate the data to schools, policy makers, and the public.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$205,813	\$0	\$205,813	\$0	\$0	\$0	0.00

**Expected Results:**

Established Cadre of trainers to provide professional development to district and school personnel on proven effective HIV prevention strategies. Increased number of district and school personnel trained on the use of proven effective HIV prevention strategies. A list of materials that have been reviewed and approved by the HIV materials review panel. Increased number of districts that adopt and implement effective HIV prevention strategies.

**Outcome Measures:**

Existence of cadre of trainers. Personnel from twenty five districts will participate in professional development on proven effective HIV prevention programs. Existence of the list of approved HIV prevention materials. Twenty

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

five Districts will adopt effective HIV prevention strategies.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**766 School Health Finance System (Medicaid)**

Plan, coordinate, execute, and assess school health finance system; activate and increase reimbursement for eligible federal match for health care services in schools; reimbursement for transportation of Medicaid eligible special needs children; prepare and submit Medicaid claims; provide technical assistance and training; conduct quality assurance reviews. Citation: Proviso 1.2.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$3,020,830	\$0	\$0	\$0	\$0	\$3,020,830	6.10

**Expected Results:**

Increased revenue to school districts for eligible Medicaid billable services. Enhanced quality assurance and continuous improvement of school-based medical services; Enterprise-wide solutions, communication and technical assistance.

**Outcome Measures:**

Overall district Medicaid revenue will exceed FY2004 (\$28 million); Over \$1 million reimbursement for special needs transportation (contingent on federal continuation of program); Full implementation of web-based administrative claiming program -Web-DAC (contingent on federal continuation of program); 100% of districts will have on-site quality assurance review and technical assistance visits.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**767 Community Service Learning**

Develop and implement: a method of teaching and learning which combines academic work with service to the community; programs to engage students in the learning process and to keep them in school. Provide Community Service-Learning Grants. Citation: No Child Left Behind Act, Title IV, Safe and Drug Free Schools and Communities and the Corporation for National and Community Service.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$0	\$0	\$0	\$0	\$0	\$0	1.50

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

**Expected Results:**

Each sub grant is required to connect projects with at least one of the PACT subject areas and engage students in the community. Participation in projects will result in an increase in PACT scores, fewer disciplinary referrals, and/or higher attendance rates.

**Outcome Measures:**

Total number of students engaged in the community through community service-learning projects, total number of students whose PACT scores increased, total number of students whose attendance increased, total number of students whose disciplinary referrals decreased, and total number of students who participated in projects that address subject areas. The total number of subject areas in which projects are connected with academic standards will also be collected for each sub grant.

**EXPLANATION:**

Activity was funded by a Federal Grant. Federal grant ended 30SEP2005.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**768 GEAR-UP (Gaining Early Awareness and Readiness for Undergraduate Programs)**

A collaborative effort between the SDE, the SC Commission on Higher Education, and the SC Chamber of Commerce, Gear-up is designed to train adult mentors to work with middle-grade students who have been identified as low-income, and have a series of risk factors that may prevent them from completing high school and/or attending post-secondary education.

**FY 2006-07**

Total	General Funds	Federal Funds	Supp. Funds	CRF	Other Funds	FTEs
\$20,000	\$0	\$0	\$0	\$0	\$20,000	0.00

**Expected Results:**

Provide training to teachers in GEAR-UP schools.

**Outcome Measures:**

Five workshops involving 114 middle-level GEAR-UP teachers were conducted.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**769 Commission on National and Community Service**

A national service network that provides grants to initiate, improve, or expand the ability of organizations and communities to provide services to address local unmet environmental, educational, public safety, or other unmet human needs. Grants support organizations state-wide that use volunteer service as a strategy for addressing national and community needs, while fostering an ethic of civic responsibility, and connecting Americans of all ages and backgrounds with opportunities to serve their

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

communities and country. Citation: Federal National and Community Service Act (CFDA 94.006).

FY 2006-07						
Total	General Funds	Federal Funds	Supp. Funds	CRF	Other Funds	FTEs
\$2,751,552	\$0	\$2,751,552	\$0	\$0	\$0	3.50

**Expected Results:**

Engagement in a range of activities such as recruiting and supporting community volunteers in local efforts that address identified community needs. Tutoring in English language arts and mathematics, mentoring, and character education for disadvantaged school-age youth, and children of incarcerated parents.

**Outcome Measures:**

Total number of AmeriCorps members serving in schools, and community organizations statewide. Total number of additional school and community volunteers assisting AmeriCorps members in programs statewide.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**770 Parental and Community Partnerships**

Plan, execute and assess parental and community partnerships. Support local schools and school districts by providing technical assistance in developing and maintaining increased family involvement and community partnerships.

FY 2006-07						
Total	General Funds	Federal Funds	Supp. Funds	CRF	Other Funds	FTEs
\$102,292	\$102,292	\$0	\$0	\$0	\$0	1.00

**Expected Results:**

Every school district will designate a parental involvement liaison; technical assistance and materials will be provided to each local school district; and parental and community involvement will increase.

**Outcome Measures:**

Every school district designated a parental involvement liaison. Technical assistance was provided to each district liaison. The number of parents completing the Parental Involvement Survey increased for the third consecutive year. Parents' positive responses increased.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

**771 OSL-Foundational Leadership**

The Office of School Leadership (OSL) Foundational Programs include three distinct leadership programs for individuals that have not reached the principalship. The first program is the Foundations in School Leadership Program (FSLP). It is designed for teacher leaders as an initial professional growth opportunity, focusing on leadership. The second program is the Assistant Principals Leadership Program (APLP). This is a new program for new or struggling assistant principals, focused specifically on the attributes of a successful assistant principal. The final foundational program is the Developing Aspiring Principals Program (DAPP). DAPP is a 10 day Institute for assistant principals who aspire to become principals. In each of these programs, participants receive training centered around self-knowledge, collaboration, organizational leadership, student achievement, and the change process. Citation: 59-24-10, 59-24-65.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$42,000	\$0	\$0	\$0	\$0	\$42,000	0.00

**Expected Results:**

Improved leadership skills which will positively impact school culture, climate, and student achievement.

**Outcome Measures:**

FSLP and APLP are new programs for this school year. They were developed in response to the need to start leadership training earlier in the career of educators. These programs will help build a pool of confident and competent potential school leaders. These are the first tier programs in the OSL continuum of programs and services. DAPP has graduated 117 highly qualified assistant principals. Twenty-nine program graduates have assumed principal positions. Sixty assistant principals are currently participating in training. These programs help to address the projected administrator shortage in South Carolina.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**772 OSL-Principal Evaluation, Induction, and Assessment**

This is a three part activity which includes the Principal Induction Program (PIP), the Principal Assessment Program (PAP) and the Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP). PIP provides the mandated, two-year program of continuous training, support, and collegiality for new principals emphasizing management and leadership skills. PAP provides an initial assessment of new principals' strengths and weaknesses as the foundation for an individual growth plan. PADEPP consists of annual training for evaluators (superintendents and designees) in the process, evaluation instrument, and professional development plan. All superintendents must receive and comply with this instruction. Citation: 59-24-15 through 59-24-40.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$90,000	\$0	\$0	\$0	\$0	\$90,000	0.00



## Agency Activity Inventory by Agency Appropriation Period: FY 2006-07

**Expected Results:**

PIP-New principals improve their administrative and leadership skills particularly in the area of individual, team, and organizational development to increase student achievement. PAP-In partnership with the USC College of Education, the Office of School Leadership will provide every new principal and their superintendent with an assessment of the new principals' strengths and weaknesses. PADEPP-A cadre of trained evaluators, including district superintendents, implement the principal evaluation program within each district. PADEPP also includes development of an individualized professional growth plan.

**Outcome Measures:**

PIP-Over 130 new principals participated in induction training this year. The trend indicates that every year over 10% of South Carolina principals are in their first year. For the past five years, more than 90% of all participants in the induction program rated sessions and activities as "good, very good, or excellent." Daily evaluations are performed to monitor and adjust instruction and assistance. PAP-This is a new program. Success will be measured by participant and superintendent satisfaction. PADEPP-36 additional evaluators graduated. Total trained evaluators in SC is now over 200. One hundred percent of superintendents filed Program Assurances for school FY 2005-2006.

Agency: H63 - State Department of Education

Functional Group: Education

### 773 OSL-Executive Institute -- Tapping Executive Educators (OSL-TEE)

The Purpose of the OSL-TEE Program fosters knowledge and skills necessary to successfully perform the duties of a school superintendent among district-level administrators and experienced principals who aspire to become superintendents. The course goals and objectives are aligned with the strategic plan and with professional standards. OSL-TEE is a long-term, in-depth program based on adult learning theory that focuses on skills and traits necessary to function successfully as a school superintendent.

#### FY 2006-07

Total	General Funds	Federal Funds	Supp. Funds	CRF	Other Funds	FTEs
\$25,000	\$0	\$0	\$0	\$0	\$25,000	0.00

**Expected Results:**

A candidate pool of highly skilled and highly qualified applicants for South Carolina school superintendent vacancies.

**Outcome Measures:**

In the FY2006 program participant evaluation, 100 percent of the participants strongly agreed with the statement "This program has deepened my understanding of the superintendency and I have developed leadership skills related to the position." Promotions for 2005 participants include, 3 graduates were promoted to assistant superintendent positions, 3 elementary principals to larger elementary schools, 1 middle school principal to a large high school, and 1 principal to director of Professional Development. This year, two graduates have been named superintendents, one graduate has been named Chief Human Resources Officer, one has been named Executive Director of Personnel, and four graduates have been named finalists in superintendent searches.

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**774 OSL-Technical Assistance**

Provide professional development training for school administrators and agency personnel. Serves in an advisory capacity to local school districts and educational organizations. Provides technical assistance as needed. Participates on quality teams across divisional lines for special education projects.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$731,320	\$0	\$0	\$0	\$0	\$731,320	13.00

**Expected Results:**

Deliver relevant services including professional development training, strategic planning, technology leadership training, communications skill building, grant writing, presentations, service on committees, and written reports.

**Outcome Measures:**

Every school district in South Carolina has been positively impacted by the myriad of programs and services provided by the Office of School Leadership (OSL). Over 950 individuals participated in formal training provided by OSL this year. In addition to these formal training opportunities, OSL routinely responds to requests for information and support from schools and districts. Members of OSL have participated in 17 teams, working groups or committees this year.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**775 OSL-Institute for District Administrators (SLEI DA)**

This is a six-day Leadership Institute. District level administrators receive training in collaboration, change process, self knowledge, student achievement, and organizational leadership. Citation: 59-24-10, 59-24-65.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$19,000	\$0	\$0	\$0	\$0	\$19,000	0.00

**Expected Results:**

Improved leadership on the district level, positive impact on school climate, and improved student achievement in

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

local school districts.

**Outcome Measures:**

Nineteen highly qualified district level administrators successfully completed this training for 3 hours of certificate renewal credit this year. This program provides information and actions on how district administrators can positively impact student performance. It also provides a pool of educators to assume key positions in school district offices in addition to enhancing the skills of current district administrators.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**776 OSL-Leadership Sustainment and Enhancement Programs**

This activity includes the following two new initiatives. The School Leadership Executive Institute (SLEI) Alumni Program and the Education Leaders fellowship Program (ELFP). The Alumni program builds on the previous leadership experiences by conducting professional development opportunities that extend for learning for graduates of SLEI. Partners for the Alumni Program include the Darla Moore School of Business, the College of Education at the University of South Carolina and offices within the Department of Education. Topics are selected based on demands from the field and relevance to education in South Carolina. The Fellows Program is designed to recognize outstanding graduates of the OSL leadership continuum and provide a vehicle for continued service to South Carolina schools and students.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$20,000	\$0	\$0	\$0	\$0	\$20,000	0.00

**Expected Results:**

The overall expected outcome for the Alumni Program is enhanced effectiveness of school leadership at all levels, as evidenced by increased student academic performance. The goals of the Alumni program are: to extend the learning from the School Leadership Executive Institute for graduates; to strengthen the leadership networks established in SLEI; and to offer cutting edge programs highlighting the most current knowledge to improve school leadership, school performance, and student achievement. The Education Leaders Fellowship Program will be established as a natural extension of the Alumni program. The Fellows Program will: recognize outstanding SLEI Alumni; elevate the position of Educational Leader in South Carolina; use the talents of the Education Leadership Fellows to develop other school leaders; and use the talents of the Education Leadership Fellows to improve student achievement and teaching in South Carolina schools.

**Outcome Measures:**

During Spring 2006, a pilot seminar was held at the Darla Moore School of Business, USC. Three one-day sessions were offered. All sessions were full, and 48 graduates were placed on a waiting list for a future session. An Alumni rally was held for the first time at the Summer Leadership Institute. Over 150 graduates attended and provided feedback for future program offerings and the development of the Fellows Program.

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**777 Teacher Quality - Teacher Recruitment**

Pass through to SC Commission on Higher Education to distribute to the Center of Educator Recruitment, Retention, and Advancement for a state teacher recruitment program. Programs include the Teaching Fellows, Teacher Cadet, recruitment of minority teachers, and SC State University's operation of a minority teacher recruitment program. Citation: Provisos 1.53, 1.54, 1A.23 and 1A.66.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$5,936,014	\$0	\$0	\$0	\$0	\$5,936,014	0.00

**Expected Results:**

Recruitment of academically talented teachers. Address the shortages of minority and male teachers, teacher shortages in rural areas, and shortages in specific subject areas.

**Outcome Measures:**

Increases in: the number of highly qualified teachers entering the profession, the number of minorities and males entering the profession, retention rates among new teachers will increase, average years of experience. The total number of teaching vacancies will be reduced.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**778 Teacher Loan**

Pass through to State Treasurer. Funds are used to forgive loans for borrowers who teach in a critical geographic and/or critical subject area. Citation: 59-26-20 (J); Proviso 1A.50.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$5,367,044	\$0	\$0	\$0	\$0	\$5,367,044	0.00

**Expected Results:**

Teachers will fill positions in areas of geographical need and/or academic subject.

**Outcome Measures:**

For the 2005-2006 school year, 1,299 teacher loans were granted in the amount of \$5,318,915. There were 4,851 previous borrowers who taught and had a portion of their loans cancelled. Approximately 3,307 previous

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

borrowers had their loans cancelled 100% by fulfilling the 5 year teaching requirement.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**779 Career Changer Loan**

Pass through to Student Loan Corporation. Provides additional loans to talented and qualified state residents attending public or private colleges and universities in SC for the sole purpose and intent of changing careers in order to become a certified teacher employed in SC in the areas of critical need. Citation: 59-26-20(j)

FY 2006-07						
Total	General Funds	Federal Funds	Supp. Funds	CRF	Other Funds	FTEs
\$1,622,662	\$1,622,662	\$0	\$0	\$0	\$0	0.00

**Expected Results:**

To attract and support experienced individuals who wish to enter the teaching profession.

**Outcome Measures:**

For the 2005-2006 school year, 100 Career Changer loans totaling \$1,135,394 were granted.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**780 Archives & History**

Pass through. Assists SC schools and educational professionals in the teaching of research skills by promoting the study and development of historical works. Skills must be in line with the grade by grade academic achievement standards. National History Day in South Carolina (NHD/SC), sponsored by the SC Department of Archives and History, is a history education program for students in grades 6-12.

FY 2006-07						
Total	General Funds	Federal Funds	Supp. Funds	CRF	Other Funds	FTEs
\$34,918	\$34,918	\$0	\$0	\$0	\$0	0.00

**Expected Results:**

To assist schools, educators and students in teaching and learning primary research skills promoting the study and development of historical works.

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

**Outcome Measures:**

Approximately 60 schools and 8,000 students in South Carolina participated in the National History Day program in 2003-04. In the national competition, 6 South Carolina entries placed in the finals, and 2 South Carolina entries received special awards—a naval history award and a Briggs v. Elliott award.

**Agency:** H63 - State Department of Education**Functional Group:** Education**781 Status Offender**

Pass through to John de la Howe. Residential programs expanded to include court ordered status offender. Provide for collaboration between home school district and the residential school and treatment or related services to the families of students in placement. Citation: Proviso 1.47.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$527,835	\$527,835	\$0	\$0	\$0	\$0	0.00

**Expected Results:**

See agency receiving funds.

**Outcome Measures:**

See John De La Howe Cottage Life, Social Services and Family Enrichment activities.

**Agency:** H63 - State Department of Education**Functional Group:** Education**783 Aid Sch Dist-Felton Lab**

Pass through to SC State University for the operation of Felton Laboratory School. A professional development school that furnishes a variety of services and instruction so that all students are empowered to learn.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$165,659	\$165,659	\$0	\$0	\$0	\$0	0.00

**Expected Results:**

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

Improve student performance through the use of innovative teaching techniques.

**Outcome Measures:**

Over the past three years, Felton's students have showed significant gains on the PACT Test. For the 2005-2006 school year, Felton lead the way the local Orangeburg region in their PACT performance. In 2004, Felton was the recipient of the Palmetto Gold and Silver Award and gas made Adequate Yearly Progress for three consecutive years.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**784 Holocaust**

Pass through to SC Council on Holocaust. Established to develop an educational program, plan observances, maintain a virtual library, provide grants (ETV).

FY 2006-07						
Total	General Funds	Federal Funds	Supp. Funds	CRF	Other Funds	FTEs
\$44,065	\$44,065	\$0	\$0	\$0	\$0	0.00

**Expected Results:**

Increase awareness and understanding of Holocaust.

**Outcome Measures:**

Programs provided to improve awareness and understanding of Holocaust.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**785 Youth in Government**

Pass through to YMCA-Youth in Government. Supports program that puts high school students in the roles of legislators. Annual Conference held at Statehouse.

FY 2006-07						
Total	General Funds	Federal Funds	Supp. Funds	CRF	Other Funds	FTEs
\$18,445	\$18,445	\$0	\$0	\$0	\$0	0.00

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

**Expected Results:**

Improved participation by youth in the governmental process.

**Outcome Measures:**

Youth were presented the opportunity to become involved in the governmental process.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**786 EOC Family Involvement**

Pass through to Education Oversight Committee. Please see EOC Agency Activity Inventory for a description of these funds.  
 Citation: Proviso 1A.24.

FY 2006-07						
Total	General Funds	Federal Funds	Supp. Funds	CRF	Other Funds	FTEs
\$45,318	\$0	\$0	\$0	\$0	\$45,318	0.00

**Expected Results:**

See agency receiving funds

**Outcome Measures:**

See agency receiving funds.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**787 State Agency Teacher Pay**

Pass through. Each state agency which does not contain a school district but has instructional personnel shall receive an allocation for teachers salaries to adjust the pay of all instructional personnel to the appropriate salary provided by the school district in which the agency is located. Citation: Proviso 1A.19 and 1A.24.

FY 2006-07						
Total	General Funds	Federal Funds	Supp. Funds	CRF	Other Funds	FTEs
\$9,225,936	\$0	\$0	\$0	\$0	\$9,225,936	0.00



**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

**Expected Results:**

Recruitment and retention of qualified staff for the various special school's complex student population. Students will stay in school and become prepared for employment.

**Outcome Measures:**

Recruitment and retention of qualified staff.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**788 Writing Improvement Network**

Pass through to the Writing Improvement Network. The Network, based at USC, works with local school districts to improve reading and writing skills. The Exemplary Writing Program Awards is administered here. The award is based on an extensive evaluation of schools' instructional programs, with an emphasis on the teaching of writing. Citation: Proviso 1A.24.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$288,444	\$0	\$0	\$0	\$0	\$288,444	0.00

**Expected Results:**

Schools will integrate writing across the entire curriculum.

**Outcome Measures:**

During the school year 2005-06, 22 schools applied, 13 schools were selected for visits, and 7 schools were awarded an Exemplary Writing Award for the 3-year period from 2005-08.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**789 Education Oversight Committee (EOC)**

Pass through to EOC. Please see EOC Agency Activity Inventory for a description of these funds. Citation: Proviso 1A.24.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$1,214,540	\$0	\$0	\$0	\$0	\$1,214,540	0.00

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

**Expected Results:**

See agency receiving funds

**Outcome Measures:**

See agency receiving funds

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**790 SC Geographic Alliance**

Pass through to SC Geographic Alliance at University of SC. As a part of the Center of Excellence for Geographic Education, this program is a partnership between the National Geographic Society and SC. The mission of the alliance is to provide the necessary leadership and support to bring the concepts and teaching methodologies of modern geography to the K-12 classroom. Citation: Proviso 1A.24.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$184,508	\$0	\$0	\$0	\$0	\$184,508	0.00

**Expected Results:**

The development and dissemination of innovative geography technology lessons for educators. Conducting in-service workshops concerning technology in the classroom. Support the concepts, content, and skills outlined in the curriculum standards.

**Outcome Measures:**

For 2005 this program reached over 2,987 pre-service and in-service educators through various meetings, workshops and presentations.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**791 School Improvement Council**

Pass through. Coordinate with the agency to target schools and school districts designated as unsatisfactory. Works to develop School Improvement Councils. Citation: 59-20-60, 59-20-65; Proviso 1A.24 and 1A.49.

**FY 2006-07**

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$180,192	\$0	\$0	\$0	\$0	\$180,192	0.00

**Expected Results:**

Improve parent involvement in their schools.

**Outcome Measures:**

For 2003 training was provided to over 3,300 SIC members from over 800 schools. 10,000 handbooks were distributed. Website received 3,000 hits.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**792 Centers Of Excellence**

Pass through. Contract program administered by the Commission on Higher Education. Fosters the development of Centers of Excellence for teacher training in public and private colleges and universities. Citation: Proviso 1A.24.

<b>FY 2006-07</b>						
<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$721,101	\$0	\$0	\$0	\$0	\$721,101	0.00

**Expected Results:**

Candidates completing teacher preparation programs will meet state standards for beginning teachers. Produce an adequate supply of new teachers. Recruitment and retention of candidates. Develop statewide, collaborative courses for prospective teachers.

**Outcome Measures:**

For FY2005, served 101,155 K-12 students and 1,622 K-12 teachers. Also served 30 higher education institutions and 260 higher education faculty.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**793 EOC Public Relations**

Pass through. This function fulfills the responsibilities through the public awareness program. The program is responsible for apprising the public of the status of public education and the need for high academic expectations. Citation: 59-18-1700.

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$226,592	\$0	\$0	\$0	\$0	\$226,592	0.00

**Expected Results:**

1. Apprise the public of the status of school achievement and the need for continued high results 2. Develop grass roots support for system improvements.

**Outcome Measures:**

1. Publication of Where Are We Now, a document measuring progress to the 2010 goal 2. Provision or and participation in community engagement strategies 3. Presentations to civic, professional, community, social etc. groups. 4. Support for continuing media attention and advocacy for high levels of performance.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**794 State Board of Education and SCSBA**

Provide per diem/travel, operating and support costs for seventeen members of the State Board of Education.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$67,621	\$67,621	\$0	\$0	\$0	\$0	0.00

**Expected Results:**

Adequate resources to meet SBE required tasks, functions, and operational cost.

**Outcome Measures:**

SBE performs required tasks and functions.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**795 Ombudsman Services**

Provide customer service to parents and other stakeholders to help resolve their difficulties and problems experienced with the SC public education system. Investigate, report findings, and assist in resolving complaints.

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

FY 2006-07						
Total	General Funds	Federal Funds	Supp. Funds	CRF	Other Funds	FTEs
\$80,555	\$80,555	\$0	\$0	\$0	\$0	1.00

**Expected Results:**

Successfully assist and facilitate problem resolution.

**Outcome Measures:**

Successfully worked with more than 3,851 parents.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**796 Governmental Services - Policy & Planning**

Prepare required legislative and executive reports, appropriation request, accountability report; efficiently and effectively respond to all requests; provide clerical and other logistical support to State Board of Education (SBE); provide liaison and support to the executive and legislative branches of SC government.

FY 2006-07						
Total	General Funds	Federal Funds	Supp. Funds	CRF	Other Funds	FTEs
\$93,651	\$93,651	\$0	\$0	\$0	\$0	2.00

**Expected Results:**

Effective and efficient support to and liaison with all stakeholders.

**Outcome Measures:**

Efficiently and effectively responded to all requests - budget, legislators, public, national education organizations, federal government, governor's office and news media; provided effective and efficient support to and liaison with all stakeholders.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**797 Finance**

Perform the financial transactions of the Department, 85 school districts, 45 bus shops, and three other state agencies - the Governor's School for Science and Math, the Governor's School for the Arts, First Steps.

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$4,809,435	\$3,517,069	\$0	\$0	\$0	\$1,292,366	48.00

**Expected Results:**

Entities receive their allocation on time; purchasing meets state requirements; vendors are paid on time. Funds are accounted for according to state and federal guidelines, involving federal and state revenue sources.

**Outcome Measures:**

Over 70,000 transactions are completed annually involving almost half of the state's budget.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**798 Administration**

Superintendent provides leadership and policy development. Internal Audit provides internal auditing services; liaison with state, federal, and other external auditors; work to detect/prevent waste, fraud, and abuse. Legal Office provides support to the SBE and SDE; activities include conduct/coordinate litigation; advisors in appellate proceedings; represent SDE in teacher certification hearings, employee grievance proceedings, and procurement protests; process complaints under IDEA; provide in-service training and technical assistance to school districts. Public Information Office is the first point of contact for educators, news media, and the general public on education issues. Conduct numerous communications training sessions, handle overall quality control for the agency's web site, and partner with ETV and education radio to produce television and radio programming. School District Auditing Services performs compliance audits, maintain statewide accounting system for school districts, provide technical assistance and training; prepare publications, report on finance and accounting, and indirect cost rates. Grants Office seeks opportunities for private and federal funds, assists staff in developing and submitting the pre-proposals and final proposals. Staff administers two federal student scholarship programs. Human resources works with, and maintains the records of, approximately 530 education personnel and 480 bus shop staff.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$3,328,919	\$3,026,829	\$0	\$0	\$0	\$302,090	50.09

**Expected Results:**

Department functions according to mandates and guidelines. SDE is in compliance with all external audits. SBE, SDE and, in some cases, Local Education Agencies (LEA) are in compliance with all state and federally mandated laws and regulations; that problem teachers are removed from the classrooms; that the needs of special education students are being met, and that legal advice is timely and accurate. The PIO handles hundreds of telephone calls every month and produces an average of three news releases each week. The agency's web site averages about 18,000 visits per day. School districts are audited to ensure school district compliance with federal and state financial/accounting laws, regulations, and generally accepted governmental accounting standards. The Department obtains private and federal funds to undertake quality programs to train teachers and administrators.

## Agency Activity Inventory by Agency Appropriation Period: FY 2006-07

### Outcome Measures:

The Legislative Audit Council found the Department had complied with state laws. SDE had no major finding from other audits. Legal Office gives timely and accurate legal advice (last two years, 165 hearings); investigate IDEA complaints and violations (170), IDEA mediation, IDEA review of due process hearings, training of IDEA hearing officers; test security violations; procurement hearings; employee grievance hearings; contracts and procurements. Averaged 40-50 calls daily from the public, news media, policy makers. The PIO handles hundreds of telephone calls every month. The agency's web site averages about 18,000 visits per day, up from 500 visits per day at its creation seven years ago. Required audits are conducted and funds recouped when findings so dictate, reports submitted, and publication completed. In 2003, \$100 million in grants was generated from private and public sources.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

### 799 FIRST STEPS - EARLY EDUCATION

Early education strategies use of research-based best practices, public-private partnerships, agency integration, and collaboration to increase the number of at-risk children being served in quality 4K and 5K experiences. Current strategies assist schools in targeting at-risk children and families for quality summer readiness initiatives, expanding existing 4K Child Development half-day programs to full-day programs, adding additional half-day and full-day 4K classes, testing the expansion of public-private partnerships to reach additional children in targeted areas, and evaluating the use of federal monies to increase 4K results. Current strategies assist families by building educational involvement skills they will use during 4K-grade 12, increasing 4K provider choice through public-private partnerships in targeted areas, and offering school readiness service integration and referral where possible.

#### FY 2006-07

Total	General Funds	Federal Funds	Supp. Funds	CRF	Other Funds	FTEs
\$4,909,022	\$3,671,522	\$0	\$0	\$0	\$1,237,500	0.00

### Expected Results:

1. Increased school readiness and pre-literacy skills through quality early education intervention. 2. Increased documentation of 4K results reporting and evaluation, including short term 4K classroom environment ratings and readiness improvement plans at school sites. Long term readiness impact studies currently include student retention trends in grades K-3, special education referral rates in primary grades, reading skills at grade 3. 3. Increased number of at-risk children served in quality 4K environments, both public and private. 4. Increased qualifications/professional development of personnel teaching in 4K programs, public and private. 5. Reduced number of at-risk 4 year old children on waiting lists for public school Child Development program. 6. Increased evaluation and impact analysis of federal early education spending (Head Start, Early Head Start, Even Start, Title One monies) in quality early education strategies at district levels. 7. Increased parent involvement in their child's education, class and school, beginning with 4-5K. 8. Increased documentation/analysis of the state's school readiness trends and program improvement areas.

### Outcome Measures:

1. Plan to establish and pilot a state-level readiness trending research device, the School Readiness Index (SRI) to include school readiness indicators, program quality measures and student performance. 2. Increased

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

documentation and analysis of public school, public-private partnership, and federal early education spending and results. 3. Increased numbers of at-risk children being served in quality 4K classes, both public and private. 4. Increase in number of public and private 4K classrooms with (EOC-approved) ECERS environmental rating self-study completion and improvement plans in place. 5. Increase in number of teachers in 4K and 5K programs whose initial certification is Early Childhood. 6. Decrease in student K and 1st grade retention through quality early intervention. 7. Increase in the number of teaching assistants in 4K and 5K having completed ECD 101 and received the SC Early Childhood Credential. 8. Increased number of parents actively participating in child's school and education as reported by the school at 4K and 5K (i.e., parent-teacher conferences, school governance, etc.). 9. Increased number of at-risk rising Kindergarteners participating in Countdown to Kindergarten and increased 5K parent involvement.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**800 FIRST STEPS - CHILD CARE**

Child care strategies fall into three primary areas: child care quality enhancement, child care provider professional development, and expanded access to quality child care. Strategies are designed to assist parents in finding high quality child care, child care providers in meeting high standards of care and parent expectations for quality, and achieving desired quality improvements through the ABC voucher system and the state's proposed quality rating system. Child care strategies for 2006-2007 will address community and provider level plans to meet changes in SC regulation of child care facilities and technical assistance plans to prepare for voluntary quality rating system. Child care strategies assist parents and businesses by increasing access and availability of quality child care.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$6,055,225	\$4,817,725	\$0	\$0	\$0	\$1,237,500	0.00

**Expected Results:**

1. Increased number of child care scholarships available to SC families. 2. Increased school readiness focus and results documentation from child care settings. 3. Increased federal/private resources leveraged into quality child care to serve targeted populations of the state's most at risk children. 4. Increased number of child care workers achieving progress toward early education certification and continued professional development. 5. Increased documentation of child care environmental quality and improvement planning/results. 6. Increased documentation/analysis of public/private 4K education expansion.

**Outcome Measures:**

1. Increased documentation of child care quality impact on school readiness. 2. Increased availability of quality child care choice for parents, as measured by increasing numbers of child care providers operating at a higher rate of care (exceeding state requirements for child care licensing, enhanced status, or national accreditation). 3. Integration of school readiness service delivery where possible at child care provider setting. 4. Increased leverage of federal monies for targeted at risk student populations. 5. Increased access to quality child care programs through ABC voucher system/scholarships offered through SC Education Lottery and local partnerships. 6. Increased documentation of technical assistance impact on quality child care delivery. 7. Increased number of child care provider environmental quality assessment (ECERS/ITERS environmental rating



**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

scale) self-study and improvement plans. 8. Increased environmental quality in SC's child care settings as measured by ECERS or ITERS, international measures for program improvement of quality early care and education settings.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**801 FIRST STEPS - PARENTING/FAMILY LITERACY**

Parenting/family literacy strategies support families in enhancing the literacy of their children and adult family members. Strategies are designed to assist parents to be the first and most important teachers of their children, and build parent confidence for education involvement throughout the academic career of the child. First Steps strategies are designed to assist other providers with service integration, expanded delivery and accountability in targeted populations, collaboration for effective use/leverage of resources, improvement of results documentation, and analysis.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$7,901,448	\$6,663,948	\$0	\$0	\$0	\$1,237,500	0.00

**Expected Results:**

1. Increased family literacy. 2. More effective parenting regarding child nurturance, learning and interaction, language, health and safety. 3. Increase in successful parenting/family literacy program targeting, service integration, results documentation. 4. Increased parent involvement in 4K-12 education settings.

**Outcome Measures:**

1. Enhanced school readiness of children (particularly as related to: cognition/thinking skills, language, emergent numeracy and literacy, health and motor skills, emotional well-being, social and interaction skills, character and behavior). 2. Targeted analysis of parenting programming expenditure and results, federal and state resources. 3. Increase leverage of federal resources to assist targeted groups of parents for increased family literacy/school readiness of their children. 4. Change in parent knowledge/public awareness of early learning importance. 5. Increased level and documentation of early education parent involvement skills and sustained results through K-12 education.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**802 FIRST STEPS - HEALTH**

Health strategies are designed around research indicating healthy children are most likely to succeed in school. Strategies assist families with young children in accessing quality health services that will enhance early child growth and development, directly impacting school readiness success. Strategies are designed to utilize and integrate existing health care infrastructure

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

for school readiness impact where possible, effectively offering parents medically-based anticipatory guidance on the education of their young children for increased school success. Strategies assist providers in child care and education settings with health education, referral, and leverage of health resources through collaboration.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$1,034,829	\$597,329	\$0	\$0	\$0	\$437,500	0.00

**Expected Results:**

1. Improvements in the health, growth, and development of young children in order that they enter school physically and mentally prepared to succeed. 2. Increased medical provider/school readiness/early literacy integration of services. 3. Increased leverage of federal resources for targeted families with young children at greatest risk for school failure, expanding medical anticipatory guidance to parents and special needs/at risk children.

**Outcome Measures:**

1. Increased referral of uninsured/poorly insured families with children 0-5 to medical homes through school readiness interventions. 2. Increased penetration of school readiness services to Medicaid-eligible families. 3. Increased immunization rates, adequate medical care, and early referral for learning disability/health issues which impact school performance among South Carolina families with children 0-5. 4. Improved parent/caregiver knowledge regarding health and safety issues for young children, and potential education impact. 5. Increased number of at-risk mothers receiving pre and post natal care. 6. Reduced number of low birth weight babies.

7. Increased medical service delivery/integration at school and child care sites where possible to meet parent needs and ensure health needs of young children are met. 8. Increased involvement of pediatric community in family literacy/school readiness referral and guidance.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**803 FIRST STEPS - ADMINISTRATION**

This state level function provides leadership, strategic planning support, accountability and evaluation, technical assistance, training and communications for 46 county partnerships. State level function also ensures continuous improvement, policy development and legislative assistance, and collaboration among all school readiness agencies to improve systems and programs based on emerging data, states' best practices, and early education research worldwide. State function integrates where appropriate with other state and private entities offering school readiness services to SC citizens, ensuring effective and efficient service delivery, enhanced quality and accountability, leverage of resources, reallocation of resources to improve results, and shared administrative expense.

**FY 2006-07**

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$4,256,278	\$2,329,897	\$540,381	\$536,000	\$0	\$850,000	14.00

**Expected Results:**

QUALITY – Ensure limited resources for South Carolina's children are dedicated to services whose impact on readiness is well-documented in research and performance data. ACCOUNTABILITY – Strengthen system-wide focus on student outcomes, local and state-level data analysis, and emerging research to ensure funding and program decisions are based on ongoing evaluation. COLLABORATION – Build more rigorous collaborations among ALL school readiness partners which leverage existing resources and strengthen systemic improvements to benefit all South Carolina children preparing for school. LEADERSHIP – Ensure decisions are made with key stakeholders in a timely, data-driven manner to assure quality services to children are uninterrupted and resources maximized in both public and private settings.

**Outcome Measures:**

State office provides leadership and management to ensure results (above) are derived from public-private collaborations at the local level. The state function, by law, is designed to support the Board of Trustees' responsibilities of ensuring results and appropriate expenditures at the partnership level. The Board of Trustees provides leadership in improving the state's system of school readiness, accountability in the state's early care and education settings, and the approval of county school readiness strategies and expenditures. A key deliverable of the state function, therefore, is the tracking of state level school readiness progress, through state and county-level readiness indicators, and other outcomes as described above. SC's core school readiness indicators have been drafted among school readiness partners (public and private). County partnership and state First Steps strategic plans (2007-beyond) will be built on school readiness indicators, performance data, school readiness index program improvement goals and objectives. State strategies designed to improve readiness and integrate services among state partners will be directed by SC First Steps to School Readiness Board of Trustees.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**804 FIRST STEPS - FEDERAL PROGRAM**

Teacher Education and Compensation Helps (TEACH) is an Early Childhood Project that provides scholarships for teachers working in child care to complete course work in early childhood education and to increase compensation. Teachers, directors, or family child care providers working in a SCDSS regulated child care setting are eligible to apply for a scholarship.

<b>FY 2006-07</b>						
<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$1,778,849	\$0	\$1,778,849	\$0	\$0	\$0	0.00

**Expected Results:**

1. Offer specialized training to those who prepare themselves prior to employment and higher education 2. Training for advancement and better-paid higher status roles. 3. Quality for children is enriched when there is a mix of staff, some with CDA's, two-year degrees, and with four-year degrees and beyond. 4. Professional development should be of high quality, aimed a transforming beliefs and behavior, offered at different educational

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

levels, and should carry college credit whenever it is substantial in hours and high in quality. 5. State policies should create one training system that funds training to enable practitioners to meet qualifications for a progression of different roles, with credit training that can be accepted in college programs, and articulated from one college level to another. It is essential to take a systems approach to policies of regulation, training, delivery, and financing of training.

**Outcome Measures:**

1. Child care providers earned college credits in the following: a. South Carolina Early Childhood Credential; b. School Age Credential; c. Infant-Toddler; d. Certificate; e. Diploma; f. Associate Degree in Early Care and Education; g. Bachelor of Arts (starting in spring 2007)
- 2.Reduces the higher turnover rate at child care centers

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**1577 Robert C. Byrd Scholarship**

Pass through. To provide federal funds for scholarships for study at in-state or out-of-state institutions of higher education to public and private high school graduates who demonstrate outstanding academic achievement and show promise of continued academic excellence.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$547,187	\$0	\$547,187	\$0	\$0	\$0	0.00

**Expected Results:**

To provide federal funds to Byrd Scholars to promote student excellence and achievement in college.

**Outcome Measures:**

For FY 2006, to provide \$1,500 per scholar to approximately 360 scholars who are first-year recipients or have met continuing eligibility after his or her first year.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**1578 Interpreter Recruitment**

Provide funds for training of educational interpreters working with SC public schools.

**FY 2006-07**

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$150,000	\$100,000	\$0	\$50,000	\$0	\$0	0.00

**Expected Results:**

Improved services to deaf and hard of hearing students resulting in increased academic performance.

**Outcome Measures:**

Number students meeting performance standards and exiting the Public Education System with a state diploma will increase.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**1714 FIRST STEPS - PRE-KINDERGARTEN PROGRAM & CENTERS OF EXCELLENCE**

The South Carolina Child Development Education Pilot Program (CDEPP) expands four-year-old kindergarten programs for eligible children in the state's public schools (Department of Ed.) and in private settings (First Steps). The program allows for new classroom equipping grants of up to \$10,000 per class for non-consumable materials designed to enhance program quality and enable programs to meet the pilot program's operational guidelines. Also included is a First Steps Centers of Excellence to provide early childhood scholarships for low-income children ages 0 - 5, high quality instruction to childcare providers and their pupils, on site technical assistance and the monitoring, incentives for professional development enriched facilities and developmentally appropriate materials, parents workshops and home visits and targeted recruitment of high-risk families.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$9,322,576	\$0	\$0	\$7,322,576	\$2,000,000	\$0	0.00

**Expected Results:**

Increased school readiness and enhanced long- term academic success among participating children. 4K providers will have sufficient equipment to implement an appropriate, high-quality program in compliance with the operating guidelines. The Centers of Excellence programs will increase their programmatic quality, increase the professional knowledge of the staff and enhance learning outcomes for participating children.

**Outcome Measures:**

Students will be assessed in the classroom using the Work Sampling System, and tracked longitudinally by the SC Education Oversight Committee. Up to \$10K grant funding and the use of purchased materials will be monitored on an ongoing basis by First Steps Regional 4K Coordinators. The Centers of Excellence is currently developing an evaluation methodology. Student outcomes will be assessed using appropriate methods.

**EXPLANATION:**

For FY2007, General Assembly provided nonrecurring appropriations for Proviso 1.75.

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**1715 Public School Child Development Education Pilot Program**

Establish full day high quality child development program for at-risk children who meet age, income, and residence requirements. Two year pilot program 2006-2008 will provide planning, coordination, support, monitoring, technical assistance, and resources to support 4K classes in the 36 plaintiff districts named in 1993 lawsuit Abbeville County School District et.al. v. South Carolina. Pass through \$15,717,104 to the approved districts. Strategies also include parenting education and parent involvement activities to ensure children enter school ready to learn and succeed. Citation: Proviso 1.75

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$15,717,104	\$0	\$0	\$15,717,104	\$0	\$0	0.00

**Expected Results:**

Increase the number of child development classes. Increased school readiness and pre-literacy skills through quality early childhood education intervention. Increased documentation of 4K results, reporting and evaluation. Increased number of at-risk children served in quality child development classes. Increased parental involvement in their child's education.

**Outcome Measures:**

Increased student performance through increased readiness of PK children. To establish and pilot a 36 district level Child Development Education Pilot Program, to include school readiness indicators, program quality measures and student performance. Increased numbers of at-risk children being served in quality child development classes. Increase the number of public school teachers and teaching assistants in child development classes completing professional development in research based educational approaches and ECD 101. Increased number of parents actively participating in child's education through involvement in parenting and interactive literacy programs.

**EXPLANATION:**

For FY2007, General Assembly provided nonrecurring appropriations for Proviso 1.75.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**1716 Student Health and Fitness Education (Student Health and Fitness Act of 2005)**

The Act and related actions under this activity is intended to improve student health, physical education, and physical activity programs in schools. Healthy school nutrition environments and childhood obesity will be supported by providing standards, assessments, and professional development opportunities as well as support for establishing school and district wellness policies. Citation: Act 102 of 2005; 59-10-10 to 59-10-330; Proviso 1.81.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$4,140,340	\$4,140,340	\$0	\$0	\$0	\$0	3.00

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

**Expected Results:**

Improved student health and fitness through increased student time in physical education and activity time to 150 minutes per week by reducing the student teacher ratio from 800:1 to 500:1 by 2008-2009. Conduct an assessment to measure the quality of teaching in physical education of students in grades 5, 8, and high school. Improve nutrition education and foods sold or served to students in schools. Require District Coordinated School Health Advisory Council and District Wellness policy and implementation plans. Provide for assessment of the quality of Health Education programs.

**Outcome Measures:**

Increased student health and fitness as indicated by analysis. Report to the General Assembly the elementary schools, by grade and by class, who provide 150 minutes of physical education and physical activity weekly; provide a report of the physical education program assessment to parents and guardians on school report cards; develop and pilot a health assessment; ensure nutrition standards and policies are monitored, and report of Wellness policy implementation plan through the District's Annual Improvement Plan.

**EXPLANATION:**

For FY2007, General Assembly provided recurring appropriations for Act#102 of 2005.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**1717 Educational Services to Homeless (Safe Schools-McKinney-Vento Homeless Program)**

Provide technical assistance and resources to districts and communities to ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, including preschool education, as provided to other children and youth. (42 USC 11431 et seq.) Title VII, Subtitle B of the McKinney-Vento Homeless Assistance Act.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$899,316	\$0	\$899,316	\$0	\$0	\$0	0.00

**Expected Results:**

Students experiencing homelessness are identified and provided the necessary educational services, which allow them the opportunity to meet the same academic achievement standards to which all students are held.

**Outcome Measures:**

In FY2005, a total of 6,149 students were identified and 5,030 students received services from this program. Homeless students will be identified in each district and have access to appropriate public education.

**EXPLANATION:**

This activity was previously contained under activity # 762 and is separated as a discrete function/service.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

**1718 FIRST STEPS - SCHOOL TRANSITION**

The Countdown to Kindergarten program matches high-risk rising kindergartners with their prospective kindergarten teachers for an intensive 3 week home visitation program.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$308,869	\$308,869	\$0	\$0	\$0	\$0	0.00

**Expected Results:**

High-risk families will be connected with their schools and teachers, and better prepared to participate meaningfully in their children's early years of schooling.

**Outcome Measures:**

1. Increase parental involvement in activities with their child and in their child's education. 2. Increase school readiness in kindergarten students. 3. Increase public awareness of the importance of school readiness. 4. Provides tips for parents, educators, and the community at large to increase children's school success. 5. Annual parent and teacher surveys and longitudinal tracking of participants.

**Agency:** H63 - State Department of Education

**Functional Group:** Education

**1719 Education and Economic Development (Education and Economic Development Act)**

The EEDA is reform legislation that focuses on education and economic development. The scope of the EEDA is wide and multi-faceted. An EEDA Coordinating Council is mandated to support EEDA implementation efforts. Individual Graduation Plans (IGPs) for all students developed in middle school for use beginning in the ninth grade, curricula realigned with career clusters, a minimum of three career clusters offered by each of the state's high schools, selection of a cluster major or program of study by the second semester of the sophomore year, 300:1 student to guidance personnel ratios in middle and high schools, comprehensive career guidance and counseling, parental involvement, models to address the needs of at-risk students, whole schools reform (High Schools That Work), a statewide articulation agreement, focus on dual enrollment, reforming teacher education preparation efforts, character education, and regional career centers are among the most prominent components of the legislation. Citation: Act 88 of 2005; 59-59-10 through 59-59-220.

**FY 2006-07**

<b>Total</b>	<b>General Funds</b>	<b>Federal Funds</b>	<b>Supp. Funds</b>	<b>CRF</b>	<b>Other Funds</b>	<b>FTEs</b>
\$13,914,200	\$13,914,200	\$0	\$0	\$0	\$0	7.00

**Expected Results:**

Implementation of the legislation should improve guidance and counseling services to students, help students understand the career possibilities that exist and focus on careers of interest to them in relationship to their career goals and abilities, provide guidance personnel with more time for individual student and parent conferences,



**Agency Activity Inventory**  
**by Agency**  
**Appropriation Period: FY 2006-07**

address the needs of students identified as at-risk of dropping out of school, support high school redesign via implementation of whole school reform models, support a seamless transition from secondary to postsecondary educational experiences, and increase the efficiency and frequency with which dual enrollment is addressed across the state among participating institutions (public and private) in higher education. All of these components will be facilitated by twelve Regional Education Centers (RECs) where services will be coordinated to support business and educational needs within specific geographic regions of the state.

**Outcome Measures:**

Evidence cited relative to EEDA implementation will span numerous data collection points, including SCDOE, CHE, the State Board for Technical and Comprehensive Education, school districts, and schools. Evidence, based on the EEDA's implementation timeline will be collected as various sections are implemented. IGP pilot sites are planned for the 2006-2007 school year. At-risk student models are to be implemented in 2007-2008, and school reform models are to be implemented by 2009-2010. The most immediate metric against which implementation efforts can be assessed is related to the 300:1 student to guidance personnel ratios in all middle and high schools in South Carolina. Those ratios are to be established by the 2007-2008 school year. All twelve RECs are scheduled to be operational by December 2007. Additionally, pilot site models serving at-risk students will continue and increase during 2006-2007 from 15 to 17 sites, including the Jobs for South Carolina's Graduates (14 sites) and three STAR Academy sites.

**EXPLANATION:**

For FY2007, General Assembly provided recurring appropriations for Act#88 of 2005.

**AGENCY TOTALS**

*State Department of Education*

<b>TOTAL AGENCY FUNDS</b>	<b>TOTAL GENERAL FUNDS</b>	<b>TOTAL FEDERAL FUNDS</b>	<b>TOTAL OTHER FUNDS</b>
\$3,585,085,286	\$2,123,977,141	\$651,782,256	\$742,792,284
	<b>TOTAL SUPPLEMENTAL FUNDS</b>	<b>TOTAL CAPITAL RESERVE FUNDS</b>	<b>TOTAL FTEs</b>
	\$36,554,809	\$29,978,796	993.02